

Work-Related Experience of Adult with Autism Spectrum Disorder



By
Al-Imran Chowdhury Auporbo

February 2021 held in March 2022

*This thesis is submitted in total fulfilment of the requirements for the subject
RESEARCH 2 & 3 and partial fulfilment of the requirements for the degree:*

Bachelor of Science in Occupational Therapy
Bangladesh Health Professions Institute (BHPI)
Faculty of Medicine
University of Dhaka

Thesis prepared by:

Al-Imran Chowdhury Auporbo

4th year, B.Sc. in Occupational Therapy

Bangladesh Health Professions Institute (BHPI)

Center for the Rehabilitation of the Peralysed (CRP)

Savar, Dhaka-1343

Signature

Supervisor's name, designation and signature:

Sk. Moniruzzaman

Associate Professor

Department of Occupational Therapy

Bangladesh Health Professions Institute

Center for the Rehabilitation of the Paralysed (CRP)

Savar, Dhaka-1343

Signature

Head of department' name, designation and signature:

Sk. Moniruzzaman

Associate Professor & Head

Department of Occupational Therapy

Bangladesh Health Professions Institute

Center for the Rehabilitation of the Paralysed (CRP)

Savar, Dhaka-1343

Signature

Board of Examiners

Statement of Authorship

Except where it is made in the text of the thesis, this thesis contains no material published elsewhere or extracted in whole or in part from a thesis presented by me for any other degree or seminar. No other person's work has been used without due acknowledgement in the main text of the thesis. This thesis has not been submitted for the award of any other degree in any other tertiary institution. The ethical issue of the study has been strictly considered and protected. In case of dissemination of the findings of this project for future publication, the research supervisor will be highly concerned, and it will be duly acknowledged as an undergraduate thesis.

Al-Imran Chowdhury Auporbo

4th year, B.Sc. in Occupational Therapy

Bangladesh Health Professions Institute (BHPI)

Centre for the Rehabilitation of the Peralysed (CRP)

Chapain, Savar, Dhaka: 1343

.....
Signature

Acknowledgement

With the grace of the Almighty, we will happy to alive and completed the task on the COVID'19 Pandemic situation.

Throughout this journey, there are many people by whom I am forever grateful. I would first and foremost like to dedicate my acknowledgement to my honorable supervisor, Sk. Moniruzzaman for their continual support, guidance, patience and encouragement throughout this research.

I would like to thank Assistant Professor in Occupational Therapy department Shamima Akter Swapna for providing guidelines.

I would like to thank Lecturer in Occupational Therapy department Arifa Jahan Ema for providing thesis guideline & book.

Thanks go to all teachers of Occupational Therapy And some of Speech & Language therapy Department for their continuous academic support throughout my study period.

I am grateful to all the authority of my selected study area to give the permission for collecting data for my research. I would like to thank my senior brother Md. Obayadur Rahman Noman who helped me by giving valuable suggestions. I also thankful to the authority of Centre for the Rehabilitation of Paralysed (CRP), Autism Welfare Foundation (AWF) for giving me permission to collect data from their institutions through just one mail. In addition, I am grateful to Abdullah Al Mamun Rafi, Pritom Ghosh, S M Mahfuz Haider who helped me to translate the interview from Bengali to English. Thanks to my all friends for giving their direct and indirect inspirations. At last, thanks to my participants who shared their time and their parents with me to conduct the study. And last but not the least my parents for the financial support. If I unfortunately missed someone my thanks also go with them.

Dedication

By the name of Almighty I'd like to dedicate my beloved parents, Honorable Teachers of Bangladesh Health Professions Institute And my closest who wanted to make the world better place for live.

Table of Contents

Contents

Board of Examiners	ii
Statement of Authorship	iii
Acknowledgement	iv
Dedication	v
Table of Contents	vi
List of Tables	viii
List of Abbreviations	ix
Abstract.....	x
CHAPTER I: Introduction	1
1.2 Justification of the Study.....	3
CHAPTER II: Literature Review	5
2.1 Autism Spectrum Disorder	5
2.2 Prevalence rate of ASD	5
2.3 Work related point of view	6
CHAPTER III: Methodology	10
3.1 Study question.....	10
3.2 Study Design.....	10
3.3 Study settings & period.....	10
Study settings	10
Period	11
April 2021- February 2022	11
3.4 Study Participants	11
Study Population.....	11
Sampling Techniques.....	11
Inclusion and Exclusion criteria.....	11
Participant Recruitment	11
3.5 Ethical Consideration.....	11
3.6 Data Collection	12
3.7 Data Management & Analysis	13
3.8 Trustworthiness/ Rigor.....	13
CHAPTER IV: Results & Discussion	15
Recommendation	31

CHAPTER V: Conclusion.....	32
5.1 Strength & limitation	32
Strength.....	32
Limitation.....	32
5.2 Practice Implication	33
5.3 Conclusion	33
List of Reference	34
APPENDICES	37
Appendix A: IRB Permission Letter.....	37
Appendix B: IRB Approval Letter.....	38
Appendix C: Institutional Permission Letter	39
Appendix D: Information sheet & Consent form	41
Appendix E: Information sheet & Consent form Bangla.....	46
Appendix F: Questionnaire	49
Appendix G: Socio Demographic Information sheet.....	52
Appendix H: Interview Guideline.....	53

List of Tables

Table 1 Socio-Demographic Information	15
Table 2 Similarities and Findings according to case	21
Table 3 Theme generation and findings.....	22

List of Abbreviations

ASD: Autism Spectrum Disorder.

BHPI: Bangladesh Health Professions Institute.

CRP: Centre for the Rehabilitation of the Paralysed.

IRB: Institutional Review Board.

UK: United Kingdom.

US: United State.

Abstract

Background: Autism is a frequent condition nowadays. Occupational therapy is also a health profession that works with rehabilitation science. An occupational therapist helps in their daily activities. Adults with ASD work in diverse places in Bangladesh, and we need to know their experiences and expectations, because occupational therapy believes in the uniqueness of individuals. To make them national assets and self-sufficient in income generation, we must analyze their employment experiences from a cultural perspective.

Study Aim: To explore the work-related experiences of adults with ASD in Bangladesh.

Methodology: This study used a qualitative case study research approach to gather more detailed information regarding perception. This study focused on working adults with ASD. Purposive sampling identified the participants. An open ended semi-structured interview was utilized to obtain data.

Results: Adult ASD can perform their job role if given flexibility. Interacting with adults with ASD requires understanding their views and preferences. Autism individual can work alone. In their view of choice, they value the work. They have an excellent relationship with them and rarely find institutional advance training to improve their task-related skills. Special needs schools must update their curriculum to meet current job market and autism needs. Participants claimed that colleagues seemed to be afraid of them.

Conclusion: Person with Autism can be productive in their work place and complete their job task while they treated accurately.

Key words: Autism, Adult autism, Work experience.

CHAPTER I: Introduction

1.1 Background

According to American Psychiatric Association, autism spectrum disorders (ASD) are a group of conditions that usually affect the person's ability to interact in a social situation characterized by repeated behavior, sensory deficits (Copeland, 2018). As DSM-V criteria autism can be defined, a person with ASD has problems in social communication and social interaction in multiple factors, including social reciprocity, nonverbal communicative behaviors used for social interaction, and skills: developing, maintaining, and understanding relationships. The problem in social communication, the diagnosis of ASD requires the presence of restricted, repetitive patterns of behavior, interests, or activities. Because symptoms change with development and may be masked by compensatory mechanisms, the diagnostic criteria may be met based on historical information, although the current presentation must cause significant impairment (American Psychiatric Association (APA), 2013).

In Bangladesh 17 per 10,000 babies have ASD and a higher prevalence is in urban areas among the boys (Molla, 2018). 24 were found in every 10,000 boys to be autistic, compares to 9.8 girls in every 10,000 (Maswood, 2018). According to Bangabandhu Sheikh Mujib Medical University (BSMMU), almost 2 in 1000 children have been suffering from ASD in Bangladesh (Hasan, 2020).

A person with ASD has many defects in various factors but they are not disabled for fulfilling their Activities of Daily Living (ADL). Every adult with ASD who works with Professional Identity had so many ups and downs. In Bangladesh, we know very little about this area. So far we know autistic child, their parents, education, treatment

& training-related matters. So, we know much less about the work-related content of adults with ASD in Bangladesh. Although different organizations, Govt. & NGOs provide vocational rehabilitation (VR) to persons with ASD. There are very few institutes that work for their employment after VR. The main purpose of this study is to find out how an adult ASD person is in Bangladesh in his / her career or workplace, even though various NGOs including the Government of Bangladesh are working on the employment of ASDs. This will give us an idea of the various opportunities, relationships, environments, barriers, and the role of the VR that an adult ASD person has played in the workplace. Although various organizations from outside the world have conducted various researches on the work-oriented lifestyle of adult ASD people, in Bangladesh still we know very little about it. So this research will open a new era of Bangladesh for exploring the work-related experience of adults with ASD which will help to develop strategic planning for integrating them in economic development.

In present world autism is a very common in disease. Beside this Occupational therapy is a health profession and this profession work with rehabilitation science. Occupational therapist uses a vital role to promote individuals in their daily activities here workplace is a vital part for the adult with autism spectrum disorder. In Bangladesh Adult with ASD are working in various place and we need to know the situation of experiences that they faced and have to know the demands of the individual of adult with ASD, cause occupational therapy belief on uniqueness of individuals. For making them assets of the nations and independent in income generate, we need to analysis their work-related experiences according to our cultural perspective.

1.2 Justification of the Study

Firstly, Identification of the present situation of employment including factors affecting successful integration job section is a vital area to investigate from the perspective of the employee with ASD in Bangladesh.

Secondly, the findings of the study will be beneficial to numerous stakeholders as well as different government and non-government agencies who are working with the individual with ASD to develop policies and procedures.

Similarly, as there is little known about the experiences of the individual with ASD in their workplace, these Findings might help to take appropriate measure for successful reintegration to work.

In addition, the study might also be useful to know more about the detailed process of transition from vocational training to job placement.

In Conclusion, This study is intended to know in-depth about work-related experiences, relationships, opportunities, barriers, enablers through proper vocational training facilities for the individual with ASD. Hopefully, these findings will enlighten us to develop strategic planning for integrating an individual with ASD in economic development.

1.3 Operational Definition/ Definition of Key Words

Autism

Autism is a complex illness that affects communication and behavior. It can manifest in a variety of ways. ASD might be a minor issue or a handicap requiring full-time care. (*What Is Autism*, 2022)

Adult

Adult is defined a group of people who has the age range 18 or above.

Work

In Occupational therapy work refers to everyday tasks that people do to pass the time and give meaning to their lives (WFOT, 2022).

Experience

Direct observation or engagement affecting or gaining knowledge (*Definition of EXPERIENCE*, 2022).

Work-related experience

Work experience is a short length of time spent at a workplace to learn about the job. (*Work Experience Definition and Meaning | Collins English Dictionary*, 2022).

CHAPTER II: Literature Review

2.1 Autism Spectrum Disorder

Behavioral, interest, or activity patterns in social communication and social interaction deficiencies occur across different situations in autism spectrum disorder, including deficits in social reciprocity, nonverbal communicative actions utilized for social interaction, and abilities in establishing, relationships must be maintained and understood. In addition to social interaction, the presence of confined, repetitive behaviors is required for the diagnosis of autism spectrum condition (American Psychiatric Association (APA), 2013).

2.2 Prevalence rate of ASD

Akhter et al. (2018) conduct a cross sectional study was held on Prevalence of Autism Spectrum Disorder (ASD) among the children aged 18-36 months in a rural community of Bangladesh here ASD has been diagnosed in four children. The prevalence of ASD was reported to be 0.75/1000 children in rural communities. Three of the four ASD patients were male, one was female, and the age range was between 20 and 30 months. Whereas cerebral palsy was found to have the greatest incidence rate at 5.6/1000 children, developmental delay was shown to have the second highest prevalence rate at 2.6/1000 children. (Akhter et al., 2018).

Qui et al. (2020) conduct a systematic review and meta-analysis was held on Prevalence of autism spectrum disorder in Asia. ASD has an overall prevalence of 0.36 percent. In Asia, the prevalence of ASD is growing. East Asia (0.51%) has a greater prevalence of ASD than West Asia (0.35 %) and South Asia (0.31%). In the future, universal and standardized diagnosis techniques for ASD should be used to guide ASD prevention

and control efforts.(Qiu et al., 2020).

A cross sectional Study on Autism in Bangladesh in Current Scenario and Future Prospects and Challenges. Result showed National, regional, and local efforts should be coordinated to ensure disabled people have access to facilities and employment. Effective monitoring and evaluation procedures, which incorporate consumer feedback loops, are critical to ensure that initiatives are accountable and successful (Md Fakhrul Alam et al., 2020)

2.3 Work related point of view

Jacob et al. (2015) conducted research on the cost and benefits of employing an adult with autism spectrum disorder. A systemic review with narrative approach in 8 (eight) database was published in PLoS ONE journal. There stated an adult with ASD can save govt. cost where other people with ASD take benefits in unemployment. In Western Sweden, increasing employment reduces the govt. social cost related to adult ASD person (Jacob et al., 2015). Supported employment status greater than supported employment. In United Kingdom (UK) yearly costs 32,681 Euros for the group with ASD person, whether they contribute a value return and tax revenue through work (Jacob et al., 2015).

In United States (US) 40.85% was the employment rate for an individual with ASD. A strong chance of becoming employed Individuals with ASD once they have appropriate support. Stakeholders also want a reliable employee (Jacob et al., 2015).

Person's with ASD had continuous contribution at a worksite for a significant period. Adults with ASD not only receive benefits from working competitively but can provide benefits to the employer, specifically by maintaining consistent hours worked per week for significant periods (Jacob et al., 2015).

Hedley et al. (2017) conduct a research on Employment programs and interventions

targeting adults with autism spectrum disorder: A systematic review of the literature with systemic Meta-analysis which published in Autism journal and sated low employment rate across the country the US, UK, Iran, Australia, Germany, Honking, Japan, and the Netherlands. In this factors associated with work-related outcomes are poorly understood. On the other hand older age and better education, both factors are not clear these are a particular factor or specific factor (Hedley et al., 2017).

Hedly et al. (2018) conduct a research published in Autism journal on Transition to work: Perspectives from the autism spectrum with thematic analysis among the community in Australia here transitional work experience, barriers and promoting success workplace factors identified. Support from the organization, co-worker advice, supportive leadership, environmental modification allowance, and presents of the consultant were the factors that facilitate successful works. Task difficulties, individual factors, Social Difficulties, work-related stress management and preserve to be too frank were barriers here (Hedley et al., 2018).

Dreaver et al. (2020) conduct a research published in Journal of Autism and Developmental Disorder on Qualitative Conventional approach on Success Factors Enabling Employment for Adults on the Autism Spectrum from Employers' Perspective with thematic analysis that work experience on the environment, match emerged, a holistic approach was the key to support the success in Australia and Sweden among the employee with ASD (Dreaver et al., 2020).

Black et al. (2019) conducted qualitative research with community consultant methodology on Perspectives of key stakeholders on employment of autistic adults across the United States, Australia, and Sweden with direct content analysis provided fourteen themes that came out. It was conducted for investigating key factors influence employment outcome among autistic individuals. And the result suggested to remove

environmental barriers, enhance environmental facilitators might assist to remediate people with ASD in the workplace (Black et al., 2019).

Lindsay et al. (2021) conducts a research on Disclosure and workplace accommodations for people with autism: a systematic review with systemic analysis aimed at describing the prevalence and process of disability disclosure for the individual with ASD. Findings showed that ASD person's disclosing conditions and request for accommodation in the workplace is complex (Lindsay et al., 2021).

Frank et al. (2018) conducted a cross-sectional survey on the Education and employment status of adults with autism spectrum disorders in Germany, the analysis showed 56.8% entrance-level and 24.9% had obtained a Master's or diploma degree as their highest vocational qualification. 94.1% had been employed at some time. Of these, 68.4% currently employed, 13.5% being currently unemployed and 17.0% being retired for the health issue. The highest participants in the occupational area health, social sector, teaching, education. 22.1% found in longest practice occupation (Frank et al., 2018).

As a student researcher, reviewing the above data, it is seen that the various problems, situations, and surroundings of a person with ASD. The workplaces of ASD around the world have come up with some solutions from their own opinions, obstacles, and successes, including the Govt. and stakeholders, but very little. And more extensive research is needed in each area. But subject to our Bangladesh, we have not been able to do these things so far. We need to know how the self-reliance of people with ASD is progressing in the workplace in this country, including vocational training, and what the situation is. In this way, we will be able to see the autistic people of our country from their point of view in terms of self-reliance, doing various things in their

rehabilitation system, and overcoming obstacles. And will be able to support them.

Occupational therapy, such as the client-centered health profession, requires an adult with ASD to become self-reliant in his or her workplace. So that an Occupational Therapist can make an adult with ASD independent in his or her workplace, can advocate for them, may suggest proper management of vocational rehabilitation.

CHAPTER III: Methodology

3.1 Study question

Aim: To explore the work-related experiences of adults with ASD in Bangladesh.

Objective:

- i) To explore the organizational experiences related to the individuals with ASD.
- ii) To identify the relationship with colleagues of individuals with ASD.
- iii) To investigate the environment of their workplace of individuals with ASD.
- iv) To identify the work-related barriers of individuals with ASD.

3.2 Study Design

A qualitative case study will be incorporated, to understand the experiences of the individual with ASD regarding the current situation in their workplace. The investigator will identify in-depth information from the participant particularly existing opportunities & barriers relating to vocational persuite of the individual with ASD. Investigator will use the reverse funnel method to gather more information from the participation. The case study reflects the pre-reflective or lived experience. It is the study of the lifeworld we immediate experience, conceptualized, theorized, categorized, or reflections. (Given L.M. (ed.), 2008, p.614). As the student researcher aim to explore the lived experience of work-related experience of individuals with ASD, case study will be helpful for this study. Here exploring the situation of the adult with ASD in their workplace need to find out their experience or refection.

3.3 Study settings & period

Study settings:

Data was collected from different organization where person with ASD work.

Period:

April 2021- February 2022

3.4 Study Participants**Study Population**

Person who are adult with ASD and doing productive work.

Sampling Techniques

Purposive sampling

Inclusion and Exclusion criteria

- Individual with ASD who perusing job and/or self-employment more than 1 (one) month;
- Individual with ASD who perusing job and/or self-employment more than 1 (one) month and able to communicate.
- Age: age \geq 18 years old.
- Exclusion: individual with ASD who has hearing impairment.

Participant Recruitment

The participant consisted of the individual with ASD

1st Listed the name of organisation

2nd Collect information of adult with ASD who are working employee

3rd Contacted with the employer of the organization

4th Collected contact details of the possible participants.

5th Communication the participant and invite to participate in the study.

3.5 Ethical Consideration

The investigator was obtained permission to conduct the research from the Institutional Ethical Review Board of BHPI through the Department of Occupational Therapy, reference: CRP/BHPI/IRB/11/2021/516. I aimed to take permission from the authority

of related organizations where my potential participants work. An information sheet was provided containing information relating to ethical issues. The research-related information was discussed with both individuals with ASD, before taking signature on the consent form the participants was well instructed at if they don't wish to answer the question included in the interview, they may skip them and move on to the next question. The recorded information had been maintained confidential, their name, institution name was not be included on the form only a number or alphabetic name was given to identify. No one else except the supervisor of the study had access to this study. The choice that they were make not have any effect on their job, they can change their mind at any time of the data collection process even throughout the study period. Participants also have the right to refuse participation even if they agreed earlier. The investigator was also ensured that at the end of the interview they would have the opportunity to review the remarks and participants can ask to modify or remove portions of those if they didn't agree with the investigator's moods. The investigator was available to answer any study-related question or inquiry to the participant.

3.6 Data Collection

Data was collected by face to face semi-structured interview.

It is an in-person interview. Which minimizes the non-response and maximizes the quality of the data which was collected. It provided solicit information. The advantage of the face-to-face interview is the presence of the interviewer, which makes it easier for the respondent. Also clarifying answers or ask for clarification for some of the items on the questionnaire. If needed interviewers can use visual aids to assist respondents in making a decision or choice. In face-to-face interview response rate is high. There has opportunity to get more detailed information about a particular response (Lavrakas, 2008).

Investigator was taken the answer from their carer if they unable to describe the questions properly or help the participants to give answer appropriately.

3.7 Data Management & Analysis

Data analysis was performed according to Braun & Clark's seven steps of thematic analysis.

Thematic analysis is a data analysis method that helps a researcher to identify themes and patterns of meanings across a dataset in relation to a particular research question. They further state that this method can be used to analyze almost any kind of qualitative data such as interviews, focus groups, and qualitative surveys, using larger or smaller datasets. By employing this data analysis method, a researcher can capture complex, messy, and contradictory relationships that prevail in the real world (Braun & Clarke, 2013).

According to Braun & Clark (2013), the stages of coding and analysis are

- 1) Transcription.
- 2) Reading & Familiarisation; taking note of items of potential interest.
- 3) Coding- Complete; across entire dataset.
- 4) Searching for themes.
- 5) Reviewing themes (producing a map of the provisional themes and sub themes, and relationship between them- aka the 'thematic map').
- 6) Defining and naming themes.
- 7) Writing- Finalising analysis.

3.8 Trustworthiness/ Rigor

This research was done in a trustworthy or rigorous manner. The research was carried out in a methodical manner under the supervision of an experienced supervisor. During

data collection and analysis, the student researcher never tries to sway the outcome with his own values or viewpoints. The researcher only asked open-ended questions during the interview; no leading questions were offered, and the student researcher did not interrupt the participants while they were answering the questions. The data of the participants was clearly documented, and the student researcher accepted the participants' replies about whether or not they would deliver without making any influence on them. The transcript was created from the field notes and audio recording by three persons. It was written shortly after the interview. To eliminate bias, translations were made by different three persons who was not involved in transcript, then a student researcher checked the translations to decrease errors, and then all translations were compared. The researcher has double-checked the translated data for ensuring the solid and concrete information. To protect secrecy, all of the notes were maintained in a secure location. The student researcher did not sway the conclusion by expressing any personal opinions in the results section.

CHAPTER IV: Results & Discussion

Table 1 Socio-Demographic Information

Points	Mr. G	Mr. J	Miss S
Age	29 years old	28 years old	22 years old
Sex	Mail	Male	Female
Marital status	Unmarried	Unmarried	Unmarried
Work experience	1 year	8 years	More than 1 years
Institution	School office	News channel	Fashion design clothing Institution and self- business.
Occupation	Office assistant	Graphic designer	Design Assistant
Duty of work	Photocopy, typing, notice providing	Graphic design, Animation making	Design, making jewelry
Monthly income	2000-4000	Satisfied	Satisfied
Working hour	3 to 4 hours	8 hours	6 hours
Family members	4	4	3
Number of Siblings	2	1	1
Training status	Organization based	Based on interest and Parents choice	Based on interest and Parents choice

Pseudo name for confidentiality

Case 01

Mr. G (pseudo name) is a 29 years old young mail who worked as office assistant in a school. He has 4 family members included him-self and his father was no more. He has 2 (two) elder brothers. His job is doing photocopy, made different type of notice. But this work hardly learns from the special school academic based training. Robin goes to his special school and complete his academic part in morning session, then participate vocational training in the same institution, after that he starts his job in the institution where he worked. Fortunately, he works in the office section in his special school. Love this job. But this photocopy skill was developed when a photocopy

machine was given to him. Because a non-government institution was providing facilities to the person with autism who can able to do any job or work. The institution thinks Robin can handle the photocopying work but this non-government institution didn't know about his vocational training subjects. So when he gets the photocopy machine then the office staff give him some knowledge and it provides hands-on training on how to photocopy. But this training is not included in his vocational training curriculum-based activity. Here circumstances are that before getting photocopy machine the academy didn't provide any kinds of training, after getting the photocopy machine they offer a job to Mr. G. Now he worked 3 (three), 4 (four) or 5 (five) hours a day. He can clean his photocopy machine on his own and this job was learned by himself. Not only that he can type English properly and Bangla medium level, but these skills are also developed by himself. He practiced computer home. Mr. G can go shopping alone from home, can cook some dishes he can groom himself but need help becoming his here. The institution is flexible for him to work purposes. They don't give any kinds of pressure. If any problem arises then Robin discusses with his supervisor to solve or take time to complete the task. He gets the institutional bus for transportation. His family is supportive of his work. The relationship with his colleague is appreciable they understand him very well. Mr. G also finds happiness while he worked with his colleagues. He is confident in his work and also planning for changing his occupation. He can introduce himself in a new situation and is also confident to work with the help of a supervisor. Mr. G thing that has the ability to do any job if anyone gives him the opportunity. He has not any sound, touch-related sensory issues. His cognitive status is acceptable for work purpose. When he goes to the classroom with notice as a part of his job, class teachers will help to deliver the message. He makes fun with his colleagues. By doing this job he earned 2000 (two

thousand) to 4000 (four thousand) on average. He is comfortable in his work environment. After getting the job the special school institution hardly provides any kind of advanced training to improve Robin's skills in his one year of job experience.

Case 02

Mr. J (used pseudo name) is a 28 years old male who is a graphic designer in a news channel. He has 4 (four) family members. Musa has 1(one) younger brother. His job is making animation and doing graphics tasks needed for the news channel. He has 8 eight years of experience in this field now. He gets a proper and equal salary compatible with the other colleagues. He and his family are satisfied with his income. In his workplace, he is called senior by his office colleagues. He provides 8 (eight) hours of official duty. Mr. J knows 8 (eight) languages include Bangla & English, and the others are Japanese, Chinese, Tamil, Hindi, Korian, Telugu & Marathi. Have some sensory and cognitive issues like becoming anger while anyone's behavior indicates him as a child. Even if any younger person called him by his name "Musa" it makes him angry. He gets 1 (one) year of computer skill training and complete 1 (one) year diploma program on animation making. Because he need certificate for getting job. He uses local transport to go to his workplace by himself alone. He uses rickshaw, bus and some foot walk to reached his workplace. His office environment is comfortable for him. He has his own decision-making ability in various situation. He has overcome his sever sensory problem. But the journey is not so much easier as we read. When he was in class 6 or 7, he also continues his therapeutic training at a special school. By this time, he needs skills to pursue a job. This realization came to his father from a reporter. Father of Mr. J searching for an institution where his son will build up need basis skills for doing job. Then not only that Musa like animation

very much, on the other hand, but he also loves computers with that choice of selection Musa's father admitted his son to regular training institutions. Where he completes his graphics related training for getting job. In his working environment Colleagues have to know Mr. J's behavioral criteria that the ways of interact with him. On the other hand, it was being an issue for his job, but after having conversation with Musa's supervisor and his father the problem was being solved. If Mr. J transfer from one to another place, then every employee who work with Mr. J have to aware about his criteria for completing work. In Covid situation Mr. J and his family has fear of the disease, so they can't co-operate with direct face-to-face they prefer online. This fear also reflects in working area, while he gets cold, repetitive behavioral factor like swiping nose over and over with tissue paper. Mr. J use public transportation to go to his work. In our cultural purpose public transport handling isa very big deal for person with special needs. One day Musa became injured while he getting off from bus. Then he went to the nearby pharmacy and take medicine after that he called his father and asked what he do. His father told that if he wants, he would back to home. Then he did. Everyone hardly provides any solution if they lack of knowledge about these conditions. Mr. J's father has fear of this type situation, because he thinks anything can happen with Mr. J in this situation. Musa has no record of any delayed submission in his organization. He is unable to effectively communicate his emotions. He developing his self-skills by watching "You Tube" tutorials on his own interest and he do it without anyone's help. Overall, by his current life Mr. J's family satisfy with his income and institutional facilities. Mr. J obeys all the office rules of the news channel where he works. He always submits projects which is provided on him by his superiors. The organization gives flexibility for him to complete job task fluently. Mr. J faced physical problem like joint pain due to long time work in sitting position and he overcome this

barrier by following stressing techniques. This is his work-related experiences.

Case 03

Miss S (used pseudo name) is a 22 (twenty-two) years old female who worked as a design assistant in a clothing organization. She has three family members and she has an elder brother. Her job is designing the cloths fashionable. She can art, design, block, clay and wood ornaments making. She has almost 1 year of experience in this field. She provides 6 hours of official duty in the organization. She used private Transport for office. She gets flexibility from the organization. Sometimes she has a sound-related cognitive problem in her workplace. The relationship status in her place with college is very well. She gets a satisfactory level of salary. The organization's rule is Miss S has to take her guardian to the office while she goes and stays there. Miss S's family has social and Covid related fear. That's why She is doing home office and using her private car in this pandemic and the organization full fill her requirements according to Bangladesh labor law. Miss S can do illustration and photoshop work. She has her own online business and it is her mother's initiative. Miss S's mother helps with communication and supply chain management in this business. Ela's mother finalized the deal when Ela confirmed that she can make it. Ela has a Facebook page where dealing-related communication is maintained. The whole journey begins from her childhood. Her mother doesn't believe in academic certification so she pushes her daughter Ela into training-based education which is also need-based for generating income. At first, her mother train her at home in art and kept an art teacher. In 2020 her mother submitted Miss S's resume and the organization name DS, they take some workshops after that based on the performance they selected Miss S for their design work. They take CVs from a total of 100 children and select 10 children, especially

those who have good skills in art and craft. And then a tie-up with DS, a factory in DS where they make the product takes them to the place, after which there was a 3 days' workshop. At the workshops, the kids work in freestyle without any guidance from the Guardian. They work with children just like them. They work with children as they prefer. Then take out some motives or clues from them. After taking, they make some products and all the collaborations there are jointly done by the Child Foundation. Then they marketed the products and from there give honorary. From that, the CD Foundation has got ideas about children their skills. From there they selected a few kids that made them look like, a sister concerned for their lifestyle product. This is PG. What they want to do is convert these kids to international standards for what they can do, such as the picture they drew, the whole line diagram they took, but how to do the pattern work with their experts will make the product. After that, they do international marketing. During work When someone play music loudly then Miss S felt disturbed. And not only that She has her own music choice. So, she overcome that barrier by using headphones and play music loudly according to her test. Here the fact is she need a headphone in both ears, if one side can't work or uncover then it makes difficulties. The organization are flexible in their rules for Miss S. Ela also has bad feelings some time. In previous she walks or run while felt bad or depressed, but now it's become normalized, according to her mother. Her Touch related sensory problem become minimized comparatively her age while 8 (eight) or 9 (nine) years. Ela can make child's cloths, can did swing work with her mother's supervision. Miss S has extreme level of design sense but can't identify the quality of fabrics. Her mother involved her in various need-based online training to improving Miss S's self-skill for development. Miss S hardly to get advanced training from her organization. While she became stressful that can't handle by herself then her mother re-schedule her routine.

Without Ela's mother Miss S can't complete the business task or Work duty and that's a big barrier her family think. The organization supports her if any flexibility needed. They enjoy festival, Miss S enjoys her office environment. She loves to do her office work and enjoy too. In her long-time sitting work, she felt joint pain as regular common issue. She overcome this pain by following general stretching techniques. From her business se get 1 lakh taka profit during pandemic lockdown. That's the case of Miss S which express her work-related point of view.

Table 2 Similarities and Findings according to case

Work-Experiences of ASD	Mr. G	Mr. J	Miss. S
Flexibility in the organisation	√	√	√
Required skill developing Training from organization	√	√	√
Work related positive relationship	√	√	√
Transport barrier	√	√	√
Get ADL related need base Vocational training	√	√	√
Social fear		√	√
Aware about self-skill development	√	√	
Cognitive problem in attention on dialkenes		√	
Work related Behavioral problem		√	
Sound Problem			√
Behavioral fear		√	
Personal online Business			√
Anger on colleague's specific approaches		√	
Good relationship with colleagues	√	√	√
Comfort in work environment	√	√	√
Home Office opportunity in covid pandemic			√
Communication barrier in own online business			√

Table 3 Theme generation and findings

Objective & Other findings	Findings	Theme
1) To explore the organizational experiences related to the individuals with ASD.	<ul style="list-style-type: none"> • Flexibility • Requirement of advance institutional training • Home Office opportunity in covid pandemic 	Organisational experiences where person with ASD work
2) To identify the relationship with colleagues of individuals with ASD.	<ul style="list-style-type: none"> • Affirmative behavioral status • Good relationship • Colleague's fear • Social fear • Covid related Fear • Anger from Colleagues behavior. 	Relationship with colleagues & behavioral factors affecting on their feelings.
3) To investigate the environment of their workplace of individuals with ASD.	<ul style="list-style-type: none"> • Comfort in work environment 	Workplace oriented environmental status
4) To identify the work-related barriers of individuals with ASD.	<ul style="list-style-type: none"> • Transport barriers • Sound problem • Communication barrier in own online business • Work related Behavioral problem 	Work-related barriers in their Organisation.
Other findings	<ul style="list-style-type: none"> • Vocational training • Awar about self-skill development • Personal online Business 	Awareness of self-skill development and self-employment

Themes

Theme-1: Organisational experiences where they work

The term "organizational experiences" refers to the experiences of adults with autism in their workplaces where they work.

1.1 Flexibility

This study finds that all participants get flexibility from the Institutions where they work, in their workplace. This flexibility indicates the organizational rules and regulations which must be maintained properly, are considerable. like presents on time, exit after working hour, on-time submission and facilities. institutions show resilience here. Gurdian of Miss S stated

“That's why they keep their salary higher than the average worker. Absolutely dealing like regulars. But also giving flexibility as sometimes it feels good to work or sometimes it doesn't feel good. What time do they want to work or what do they want to do? These Flexibilities.”

Gurdian of Mr. J stated

“Everything, he is going to come to the office is convenient. If he finds it boring in the middle then he says, brother I will go home. He leaves on vacation, receiving just the right salary bonus increment. There are benefits from all sides, I don't see any problem”

Maintaining office time during working dad is the key limitations (Black et al., 2019). here these findings indicate that the organizations give flexibility in time management.

1.2 Facility

This study identified that every participant hardly found job related vocational training from their Special need base institutions. In Mr. G case collages help Mr. G to learn the work initially. Statement from the conversation of Mr. G- “By helping in the office ... officer taught me. ... teachers have also taught. ... yes, X sir, Y madam taught me”

support workers benefited from the reframe of behavior in terms of ASD symptomatology (Hedley et al., 2018).

There is a lack of advanced vocational training for growing work skills from the organization where they work.

This study found that Mr. J and Miss S completed their job-related need based vocational training from another institutions which are not academically includes in their special need-based education school. Gurdian of Mr. J said

“There is DT, a subsidiary of DD University, where J learns Animation, a one-year course. Then one year a course on computer from youth development doing these two. I made a CV with two years old thing and gave it to M didi”

Miss S said “SH Academy and ADT School of Art. Vocational Training at Autism Welfare. ... Block, tie dye, sewing, threading”

Home office facility means the opportunity to fulfill the office duty from home which given by the organization where adult ASD work. Participant Miss- S gets the home office opportunity in this pandemic situation from her organization and the statement is “I go to the office once a week.” Her mother said “she spends the rest of the time sitting at home doing things online and one day offline.”

Some other facility comes from the guardian of Mr. J statement “There are such rules, but there is relaxation for him” Conversation found from Mr. G “Yes, from government from BSRM ... From BSRM.”

Theme-2: Relationship with colleagues & behavioral factors affecting on their feelings.

Behavior, emotion and personality characteristics among Adult ASD and their colleagues. Relationship and behavioral status mean that the relationship with colleagues and their behaviors which kept impact on their relationship.

All the participants stated “good” in relationship with colleagues. This study also finds affirmative behavioral status from the participant.

In behavioral point of view sometimes Mr. J become angry while he found childish approach on him. He is specific in accepting behavior. If anyone younger talk with him by called his name then he also become angry. In professional approaches are comfortable for Mr. J which founded from the statement from his father is that

“The way you talk to him mentioning you, as he's grown up now, that's how I explained it to him. So, when you mention you to him, he doesn't like it. He is 28 years old. The way you tell him from the beginning that you are treating him like a child he is not taking this at normal. This kind of behavior was extremely annoying when it was done in the office. When the boss of the office says that he caresses Mr. J and brings chocolates for him, I sometimes gives swivels in his head, then I see and sometimes she gets angry. Then I said that you see this caress and only hope from his parents and not from anyone else, even he gets angry if children call him by his name. The matter was first misunderstood and

then when I explained it all went well. After all, they treat him the way they would normally treat him, and there is no problem”

Understanding employees and lacking of flexibility (Black et al., 2019). This indicates every individual has their own choice and interest and the adult with ASD are not different. They are individual from their behavior, choice and interest. Collages and supervisor should know the nature of the adult with ASD who work with them.

Fear indicates the issues that create fear in mind with the colleges and also the family members. The issues of fear social-fear, Covid related Fear. Which are relevant in this pandemic situation.

Mr. J & Miss S family has fear from Covid pandemic but Family of Mr. G shows regular duties on this pandemic.

Sometimes colleagues has fear feelings from their conditions. This reflects from the pattern of repetitive behavior, conditions of individual of adult autism, & situations.

The statement from the interview of Mr. J reflects that part

“He doesn't understand much, when he has a cold he fills the whole room with tissues, He does not understand the rules or courtesy in this case, he does not have sensory problems. These issues made call from office to me.”

Family of Mr.-J & Miss-S family have fear from the society. By going independently to their workplace their family members have gut feelings in their mind that anything can happen easily with them, according to Bangladeshi cultural perspective. Mr. J said

“Few days ago about a year ago he went to office. He got out of the house and got on the bus before going to the office. On that time, he call me and told me that he have got an injury in his head, Then I asked him if your condition would be able to work in the office or you will back to home? Then he told me to back up and then I said okay you come back. He backs out of the office, which means

he backs out before he enters the office. You know about our buses, the bus that was on it was in a very bad condition, when he got off the bus, he was hit in the head and his head was injured. When he got off the bus, he feels that his head was aching and he saw blood on his hands. He quickly goes to a nearby pharmacy because there is no clinic in the market and he asked for help from the pharmacy. He was washed from the pharmacy with a bandage and a tetanus injection and a charge of 100 taka was taken from him. He has a fair amount of money available and he comes home after paying the charge. Anything might be happened with him in this situation”

Theme-3: Workplace oriented environmental status

Workplace oriented environment means the area environment where they work in the organization. This study found that all participants are comfort in their workplace where adult with ASD work.

Mr. J said “comfortable” Miss S said “Comfortable” Mr. G said “Feels very good”

Theme-4: Work-related barriers in their Organisation

Barriers means the problem they faced and bounded while full fill their organisational related work.

4.1 Mobility barriers

This study found all the participant has transport related barriers called mobility. To overcome this part all participant is specific and bounded to travel in their work-place from home. Mr.-G used their organizational transport, Mr.-J used Public Transport but, in this case, he is specific to ride, and Miss-S used family car. They are specific with their transport vehicles.

4.2 Behavioral & cognitive barriers

Participant Mr. G has no behavioral issues from his colleagues sometimes he felt bad. Miss S felt bad sometimes she said “Occasionally” But Mr. J & Miss S felt bad from others while Mr. J get childish attitude from his colleagues and it makes problem to focus on the work. Here is the statement from the interview of Mr. J

“In this case, he has to explain to the people around him where he will be given what kind of people, how people should talk to him and how should he work one work within an hour, he can't be treated that way. They need to give him time, if they follows this then there will be no problem. It may have to be introduced by me or it may be if they do. ... Knowing what his character is about him, who to work with, if you know from someone else, knowing how another child or another person with autism if he treats him according to this it will not happen. He has to be treated like his own”

Miss-S has sound related problem because of having specific choice list. If her collages play music loudly which is not similar with choice list then she used earphone and play her own choice listed music loudly. In this case her headphones should be suitable for two ears only; if one is in good condition and the other is broken, she will have additional difficulties. Miss S said “Yes. If I listen to music with two ears then others are not bothered.”

Reaction on noise are potential challenges (Black et al., 2019). Allowing trainees to use headphones to manage aural stimulation and putting them near coworkers to enhance engagement. One trainee inquired about the possibility of using headphones in both ears. At his former job, he was compelled to wear one earpiece and leave the other off, which, rather than assisting him in managing auditory stimulus, just added to the confusion (Hedley et al., 2018)

4.3 communication barriers

Participant has communication barriers to express their feelings properly. Participant Mr. J can't express his feelings and problems to his colleagues or superiors properly.

In self-employment participant Miss. S has the barriers in communication with clients. Here her mother communicates with clients, confirm the orders and delivery the products. Her parents said

“She can't come out completely. She needs less help now than when he started the first venture. I do the work of taking orders. She doesn't or can't do the matter of communication. But some things I know from her like whether she can do anything or not, whether she may do anything or not”

Theme-5: Aware about self-skill development and self-employment

Self-skills mean the skills required for self-development according to their work and their livelihood. Like watching graphic related video tutorial on You-Tube. Participant Mr. J “watches video tutorials on YouTube to improve her own work” Participant Mr. G “can type ... English ... Bangla ... I learn computer skills at home. I also can play game”

This indicate that self-awareness makes them developing their skills by their own interest and choice.

Mother of Miss S involved her daughter in purposeful vocational training in online at home to develop her daughter skills

“I don't really have much idea about the diploma course. But there is no end of knowledge. In the case of computer, she is very skillful too. She also did graphics designing training at the Computer Council”

All the participants take vocational training for their Activities of Daily Living (ADL) purpose from their special need institution like dressing, cooking, Shopping.

Participants Mr. G & Mr. J got some need-based training which is not relevant to their current job. Mr. G said

“also can vocational training like swing ... cooking rice at home ... split cloth ... I can cut potatoes and onion ... Shaving cutting nails brushing all I do it by myself ...yes they taught, also can go to shop alone, from home by walk”

Mr. J did his daily work by his own and said “Yes”

Participant Miss. S skills partially developed by special need base institution like swing, coloring which are relevant to her current job and business. She can make child dress, wood and mud ornaments, coloring the dress. In this case her mother involved her online training courses which was participate by her with full of interest.

Participant Miss S has online business run by both she and her mother. On the pandemic lockdown it's make profit. Here guidance of her mother is the vital part, without her mother The business can't be possible to run by herself. And there is not any alternative guardian to guide her, schedule her work & sleep.

All the participants guardians specially who plays prime roles in their daily life are the only one to accept for them. There is no alternative guardians' option who replace their prime role play guardians from their Mind and life. “It's not till now”

Participants Mr. G wanted to change his job that's why he learn computer at home by his own “I learn computer skills at home”

Assuring a person-job match was believed to contribute to long-term success by identifying an individual's unique skill and ability profile. As indicated in this topic, this job match is contingent upon evaluating not only the individual's profile but also the work environment and the larger knowledge and understanding of ASD among coworkers and line supervisors (Dreaver et al., 2020).

Recommendation

This study highly indicates about positive participations in the work role activities. Participant and their guardian try to cooperate according to their situation. On the other hand, these studies can identify the situations and areas of work-related intervention. Participants and their associated well-wishers wanted to give value to their work through this study. Participants were incorporated, and the student researcher finds a long-time attention span during interview time. This was unexpected for the student researcher because all the samples had autism.

CHAPTER V: Conclusion

5.1 Strength & limitation

Strength

- This study is the first step in this field in Bangladesh.
- In further initiative this study may help as a resource.
- This study might help both Adult with ASD & organizations for collaboratively work forward.
- Additionally, this study assists stakeholders, policymakers, governments, and non-governmental organizations (NGOs) in taking the necessary steps to integrate Autism into human resources.

Limitation

This is study there were some limitations or barriers to consider the result of the study as below-

- This sample population is hardly found in Bangladesh.
- Bangladesh Doesn't have proper statistics on working adult with ASD.
- In most cases, the research interview was taken over the online zoom meeting interview.
- For the conditions of disease, the guardian interfered many times.
- For reaching the samples in the gatekeeper stage student researcher faced so many obstacles.
- Institutions were hardly interested to give the information for this research purpose.

- In Face-to-face interviews, samples had life risks in the Covid pandemic situation though the interviewer was fully vaccinated.
- Parts of the record that are repurchased for the student researcher which through the student researcher in a financial crisis.
- Sometimes samples were manipulated during interview time by their guardian.
- So many samples were declined by their family member because of social stigma.
- Interviewer faced communication related problem in short answer by the samples to find out appropriate answer in samples satisfactory level.
- Lack of sufficient resources.

5.2 Practice Implication

Further research on statistics of Autism, their field of interest, situation, cultural barriers, need-based training related status and lots of things need to identify. Overall, a very big area needs to explore which are highly recommended.

5.3 Conclusion

During this study, I discovered special needs base training institutions have to increase their academic training in need-based situations. People have fair to work with conditions. Parents wanted to value their work. Adult with autism successfully does their duty in their workplace if they get the opportunity and flexibility. Parents are hardly satisfied with public transportation use independently for their child having Autism. They also worried about their alternative guardian or independence from the Bangladeshi cultural perspective.

List of Reference

- Ahmed, H., Mannan, M., Alam, M., Hossain, T., Chowdhury, N., Chowdhury, W., & Rabbani, G. (2014, May 16). *Autism in Bangladesh: Current Scenario and Future Prospects*.
- Akhter, S., Hussain, A. H. M. E., Shefa, J., Kundu, G. K., Rahman, F., & Biswas, A. (2018). Prevalence of Autism Spectrum Disorder (ASD) among the children aged 18-36 months in a rural community of Bangladesh: A cross sectional study. *F1000Research*, 7, 424. <https://doi.org/10.12688/f1000research.13563.1>
- American Psychiatric Association, & American Psychiatric Association (Eds.). (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed). American Psychiatric Association.
- Black, M. H., Mahdi, S., Milbourn, B., Thompson, C., D'Angelo, A., Ström, E., Falkmer, M., Falkmer, T., Lerner, M., Halladay, A., Gerber, A., Esposito, C., Girdler, S., & Bölte, S. (2019). Perspectives of key stakeholders on employment of autistic adults across the united states, australia, and sweden. *Autism Research*, 12(11), 1648–1662. <https://doi.org/10.1002/aur.2167>
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. SAGE.
- Copeland, J. N. (2018, August). *What Is Autism Spectrum Disorder?* American Psychiatric Association. <https://www.psychiatry.org/patients-families/autism/what-is-autism-spectrum-disorder>
- Definition of EXPERIENCE*. (n.d.). Retrieved February 22, 2022, from <https://www.merriam-webster.com/dictionary/experience>
- Dreaver, J., Thompson, C., Girdler, S., Adolfsson, M., Black, M. H., & Falkmer, M.

- (2020). Success Factors Enabling Employment for Adults on the Autism Spectrum from Employers' Perspective. *Journal of Autism and Developmental Disorders*, 50(5), 1657–1667. <https://doi.org/10.1007/s10803-019-03923-3>
- Frank, F., Jablotschkin, M., Arthen, T., Riedel, A., Fangmeier, T., Hölzel, L. P., & Tebartz van Elst, L. (2018). Education and employment status of adults with autism spectrum disorders in Germany – a cross-sectional-survey. *BMC Psychiatry*, 18(1), 75. <https://doi.org/10.1186/s12888-018-1645-7>
- Hasan, M. S. H. (2020, January 26). Autism spectrum disorder and its care in Bangladesh. *The Daily Star*. <https://www.thedailystar.net/health/news/autism-spectrum-disorder-and-its-care-bangladesh-1859095>
- Hedley, D., Cai, R., Uljarevic, M., Wilmot, M., Spoor, J. R., Richdale, A., & Dissanayake, C. (2018). Transition to work: Perspectives from the autism spectrum. *Autism*, 22(5), 528–541. <https://doi.org/10.1177/1362361316687697>
- Hedley, D., Uljarević, M., Cameron, L., Halder, S., Richdale, A., & Dissanayake, C. (2017). Employment programmes and interventions targeting adults with autism spectrum disorder: A systematic review of the literature. *Autism*, 21(8), 929–941. <https://doi.org/10.1177/1362361316661855>
- Jacob, A., Scott, M., Falkmer, M., & Falkmer, T. (2015). The Costs and Benefits of Employing an Adult with Autism Spectrum Disorder: A Systematic Review. *PLOS ONE*, 10(10), e0139896. <https://doi.org/10.1371/journal.pone.0139896>
- Lindsay, S., Osten, V., Rezai, M., & Bui, S. (2021). Disclosure and workplace accommodations for people with autism: A systematic review. *Disability and Rehabilitation*, 43(5), 597–610. <https://doi.org/10.1080/09638288.2019.1635658>
- Maswood, M. H. (2018, July 12). 17 in 10,000 children autistic. *New Age Bangladesh*. <https://www.newagebd.net/article/45831/17-in-10000-childrenautistic>

- Md Fakhrul Alam, L. C., Jahan, I., Rezaur Rahman, C. M., Abu Shahadat Hossain, L. C. M., & Sarwar, A. S. M. (2020). A Study on Autism in Bangladesh: Current Scenario and Future Prospects and Challenges. *Scholars Journal of Applied Medical Sciences*, 08(02), 740–745.
<https://doi.org/10.36347/sjams.2020.v08i02.068>
- Molla, M. A. (2018, July 13). Autism prevalence high in urban areas. *The Daily Star*.
<https://www.thedailystar.net/frontpage/autism-prevalence-high-urban-areas-1604551>
- Qiu, S., Lu, Y., Li, Y., Shi, J., Cui, H., Gu, Y., Li, Y., Zhong, W., Zhu, X., Liu, Y., Cheng, Y., Liu, Y., & Qiao, Y. (2020). Prevalence of autism spectrum disorder in Asia: A systematic review and meta-analysis. *Psychiatry Research*, 284, 112679. <https://doi.org/10.1016/j.psychres.2019.112679>
- WFOT, W. F. of O. T. (2022, February 21). *About Occupational Therapy* (<https://wfot.org/>) [Text/html]. WFOT; WFOT. <https://wfot.org/about/about-occupational-therapy>
- What Is Autism?* (n.d.). Retrieved February 22, 2022, from <https://www.webmd.com/brain/autism/understanding-autism-basics>
- Work experience definition and meaning | Collins English Dictionary.* (n.d.). Retrieved February 22, 2022, from <https://www.collinsdictionary.com/dictionary/english/work-experience>

APPENDICES

Appendix A: IRB Permission Letter

Date: 08 November,2021

To,
The Chairman
Institutional Review Board (IRB)
Bangladesh Health Professions Institute (BHPI)
CRP-Savar, Dhaka-1343, Bangladesh

Subject: Application for review and ethical approval.

Sir,

With due respect I would like to draw your kind attention that I am a student of B.Sc. in Occupational Therapy student at Bangladesh Health Professions Institute (BHPI), Centre for the Rehabilitation of the Paralysed (CRP). I would like to conduct a research titled, "Work-Related Experience of Adult with Autism Spectrum Disorder (ASD)" with myself, as the principal investigator and Sk. Moniruzzaman as my thesis supervisor. The purpose of the study is to explore the experiences of adults with ASD in Bangladesh to understand their work-related experience.

Self-developed questionnaire will be used in the study that will take about 50 to 60 minutes. Data collectors will receive informed consents from all participants. Any data collected will be kept confidential.

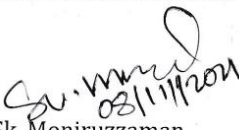
Therefore, I look forward to having your approval for the thesis proposal and to start data collection. I also assure you that I will maintain all the requirements for study.

Sincerely yours,



Al-Imran Chowdhury Auporbo
4th Year B.Sc. in Occupational Therapy
Session: 2016-17, Student ID: **122160234**
BHPI, CRP/CRP, Savar, Dhaka-1343, Bangladesh

Recommendation from the thesis supervisor/concerned authority:


Sk. Moniruzzaman
Associate Professional & Head of the Department
Department Of Occupational therapy
Bangladesh Health Professions Institute (BHPI)
Centre for the Rehabilitation of The Paralysed (CRP)
Savar, Dhaka-1343

Appendix B: IRB Approval Letter



বাংলাদেশ হেল্থ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)
Bangladesh Health Professions Institute (BHPI)
 (The Academic Institute of CRP)

Ref:

Date:

CRP/BHPI/IRB/11/2021/516

14/11/2021

To,
 Al-Imran Chowdhury Auporbo
 4th Year B.Sc. in Occupational Therapy
 Session: 2016-17, Student ID: 122160234
 BHPI, CRP/CRP, Savar, Dhaka-1343, Bangladesh

Subject: Approval of the thesis proposal “**Work-Related Experience of Adult with Autism Spectrum Disorder (ASD)**” by ethics committee.

Dear Al-Imran Chowdhury Auporbo,
 Congratulations.

The Institutional Review Board (IRB) of BHPI has reviewed and discussed your application to conduct the above mentioned dissertation, with yourself, as the principal investigator and Sk. Moniruzzaman as thesis supervisor. The following documents have been reviewed and approved:

Sr. No.	Name of the Documents
1	research Proposal
2	Questionnaire (English & / or Bengali version)
3	Information sheet & consent form.

The purpose of the study is to determine to explore the experiences of adults with ASD in Bangladesh to understand their work-related experience. The study involves use of self-developed interview questions to explore the experiences that may take 50 to 60 minutes to answer the questionnaire for collection of specimens and there is no likelihood of any harm to the participants. The members of the Ethics committee have approved the study to be conducted in the presented form at the meeting held at 09:15 AM on 15th September, 2021 at BHPI 29th IRB Meeting.

The institutional Ethics committee expects to be informed about the progress of the study, any changes occurring in the course of the study, any revision in the protocol and patient information or informed consent and ask to be provided a copy of the final report. This Ethics committee is working accordance to Nuremberg Code 1947, World Medical Association Declaration of Helsinki, 1964 - 2013 and other applicable regulation.

Best regards,

Muhammad Millat Hossain
 Assistant Professor, Dept. of Rehabilitation Science
 Member Secretary, Institutional Review Board (IRB)
 BHPI, CRP, Savar, Dhaka-1343, Bangladesh

Appendix C: Institutional Permission Letter

4/20/22, 2:34 AM

Gmail - Permission for Collecting Data



AI-Imran Chowdhury <chowdhury.imran95@gmail.com>

Permission for Collecting Data

1 message

AI-Imran Chowdhury <chowdhury.imran95@gmail.com>
 To: adminawf2004@gmail.com
 Cc: skmonirof@gmail.com

Mon, Dec 13, 2021 at 12:37 PM

Date: 12 December 2021

To
 The Chairperson,
 Autism Welfare Foundation.
 Moddher Char, Shamlapur
 Keranigonj, Dhaka-1312.

Subject: Prayer for seeking permission to collect data.

Sir,

I beg most respectfully to state that, I am a 4th year B.Sc. in Occupational Therapy student of Bangladesh Health Professions Institute (BHPI), Center for The Rehabilitation of Paralyzed (CRP). I am interested to conduct a **qualitative** study on Adult Autism who are working/ doing job. My research title is “**Work-Related Experience of Adult with Autism Spectrum Disorder (ASD)**”. The differently able persons are the participants of my research project. Now I am looking for your kind approval to start my data collection. I would like to assure you that your institution's name and participant's information will remain confidential.

So, I, therefore, pray and hope that you would be kind enough to grant me permission for collecting the data and oblige thereby.

Sincerely yours,

AI-Imran Chowdhury (Auporbo)

4th year, B. Sc. in Occupational Therapy
 Bangladesh Health Professions Institute(BHPI)
 Center for The Rehabilitation of Paralyzed(CRP)
 CRP-Chapain, Savar, Dhaka-1343.

(Attached)
 - Institutional Review Board (IRB) Approval letter.

--

AI-Imran Chowdhury

Bsc. in Occupational therapy
 session: 2016-17

<https://mail.google.com/mail/u/0/?ik=5bb7a2f6a9&view=pt&search=all&permthid=thread-a%3Ar-2975214595974354979&siml=msg-a%3Ar-17011807...> 1/2

4/20/22, 2:34 AM



Gmail - Permission for Collecting Data

Bangladesh Health Professions Institute
(BHPI), CRP, Savar, Dhaka-1343,
Bangladesh.

Editor, e-iskool


www.e-iskool.com

Advisor, Motijheel Model Science Club
(acting general secretary in 2010-13).

Member, Anushandhitshuchokro Science
Organization
(acting general secretary at mugda para
branch in 2014-15).

Telescope operator, Anushandhitshuchokro
Science Organization Astronomy
Department.

Contact: +8801521323526

 **IRB Application_Al-Imran Chowdhury.pdf**
132K

Appendix D: Information sheet & Consent form

Informed Consent Form

Title: Work-Related Experience of Adult with Autism Spectrum Disorder (ASD).

Investigator: Al-Imran Chowdhury,

Student of B.Sc. in Occupational Therapy, Bangladesh

Health Professions Institute (BHPI), CRP- Savar, Dhaka- 1343

Place: The study will be conducted in the community setting. (Dhaka).

Part I: Information Sheet

1.Introduction

I am Al-Imran Chowdhury, under medicine faculty of Dhaka University I am continue my 4th year (session 2016-2017) B.Sc. in Occupational Therapy of Bangladesh Health Professions Institute (BHPI). A thesis work must be conduct to complete the B.Sc. course from BHPI. This thesis work is conducted under thesis supervisor, Shamima Akter. By this information sheet investigator presented details information about the study purpose, data collection process, ethical issues. If you are interested to participate in this study, then clear information about the study help you to easily make decision. Now you do not have to decide whether or not you will participate in the research. Before you decide, you can talk to your relatives, Friends or anyone you feel comfortable with about the research. If this consent form contains some words that you do not understand, please ask me to stop. I will take time to explain. Information about the study participants will kept confidential and the aim of the study will be informed to the participants. If you cannot understand any part of the investigation, Investigator will help you to understood.

Background and Purpose of the study

In this study on work related experience of Adult with ASD who are work or doing job. You are also invited according to this part to participate in this study. The aim of the study is to explore the work-related lived experience. This research will help an occupational therapist to know the experience adult autism and their workplace.

We think, it will be helpful to fill-up the purpose of this study by your effective participate. It will make the service more effective & also compare the service with

expected outcome.

Research related information

The research related information will be discussed with you throughout the information sheet before taking your signature on consent form. After that participants will be asked to give a face to face interview based on a self-developed questions which may need 40-50 minutes to fill. If you ensure to participate in this study, then you are given a copy of consent form. Next time, a member of this study will go to collect the data from you. According to your preferable time he will collect those data by asking some questions. You can withdraw your participation at any time from this study without showing any excuse. With regard to your involvement in the research project, or after the decision to withdraw the participation, you will not be affected by your medical condition during the CRP, your relationship with doctors, your relationship with occupational therapists or the relationship with the CRP partner organization. The data collection period will be one month followed by the date of approval. The information recorded is confidential, your name is not being included on the forms, only a number will identify you, and no one else except SK. Moniruzzaman, Supervisor of the study will have access to this survey. The survey questions will be distributed and collected by Al-Imran Chowdhury

Voluntary Participation

The choice that you make will have no effect on your job or on any work-related evaluation or reports. You can change your mind at any time of the data collection process even throughout the study period. You have also right to refuse your participation even if you agreed earlier.

Right to Refuse or Withdraw

I will give you an opportunity at the end of the interview to review your remarks, and you can ask to modify or remove portions of those, if you do not agree with my notes or if I did not understand you correctly.

Risks and benefits

We are asking to share some personal and confidential information, and you may feel uncomfortable talking about some of the topics. You do not need to answer any question

or take part in the discussion/ interview/survey if you don't wish to do so, and that is also okay. You do not have to give us any reason for not responding to any question, or for refusing to take part in the interview. Participants will not get any kind of financial benefit from this study. On the other hand, you may not have any direct benefit by participating in this research, but your valuable participation is likely to help us finding out more about existing situation and interpersonal relationship experience among stroke survivors and their primary caregivers.

Confidentiality

Information about you will not be shared to anyone outside of the research team. The information that we collect from this research project will be kept private. Any information about you will have a number on it instead of your name. Only the researchers will know what your number is and we will lock that information up with a lock and key. Investigator expect that, the results from the study will be presented in different congress. In any type of publication and presentation information will be presented in a way so that without your agreement no one can not able to identify you. At first, data and information will be collected through paper. Findings from the information will be published by data analysis without name.

Information about publication of the study findings

The findings from this study will be published in social site, web site, conference and journal.

Participants Wages

Participants will not get any wages for participating in this study

Source of money for this study

All money that will be needed for this study will collected from investigator own source. This study will be conduct in a small range and any external source is not available for this research

Sharing the Results

The knowledge that we get from this research will be shared with you before it is made widely available to the public. Each participant will receive a summary of the results. There will also be small presentation and these will be announced. Following the presentations, we will publish the results so that other interested people may learn from the research.

Who to Contact

If you have any questions, you can ask me now or later. If you wish to ask questions later, you may contact any of the following: Al-Imran Chowdhury, Bachelor science in Occupational Therapy, Department of Occupational Therapy, e-mail: chowdhury.imran95@gmail.com, Cell phone- 01521323526. This proposal has been reviewed and approved by Institutional Review Board (IRB), Bangladesh Health Professions Institute (BHPI), CRP-Savar, Dhaka1343, Bangladesh, which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find about more about the IRB, contact Bangladesh Health Professions Institute (BHPI), CRP-Savar, Dhaka-1343, Bangladesh. You can ask me any more questions about any part of the research study, if you wish to. Do you have any questions?

Can you withdraw from this study:

You can cancel any information collected for this research project at any time. After the cancellation, we expect permission from the information whether it can be used or not.

Withdrawal Form

Participants Name:

ID number:

Reason of

withdraw:

.....

.....

.....

.....

Participants Signature:

Day/Month/Year:

Consent Form

Title: Work-Related Experience of Adult with Autism Spectrum Disorder in Bangladesh.

Name of the researcher: Al-Imran Chowdhury.

Please mark the check box

➤ I confirm that I have read and understood the information sheet for the above study and agree to participate in this study under the conditions.	<input type="checkbox"/>
➤ I have had the opportunity to consider the information, ask questions, and have had these answered satisfactorily	<input type="checkbox"/>
➤ I understand that participation is voluntary and that I am free to withdraw my child at any time before data analysis (August 2021), without giving any reason, without his/her medical or legal rights being affected.	<input type="checkbox"/>
➤ I understand that relevant sections of any medical notes and data collected during the study may be reviewed by other individuals for the study.	<input type="checkbox"/>
➤ I agree to provide information to the researcher (s) on the understanding that my name will not use without my permission.	<input type="checkbox"/>
➤ I agree to permit recording my statements during interview time.	<input type="checkbox"/>
➤ I agree to conduct with the researcher till the end of the study.	<input type="checkbox"/>

Name of the participant: _____ Sign/thumb: _____

Sign of the researcher : _____ Date: ____/____/_____

Appendix E: Information sheet & Consent form Bangla

বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট (বিএইচপিআই) অকুপেশনাল থেরাপি বিভাগ

সিআরপি- চাপাইন, সাভার, ঢাকা- ১৩৪৩ টেলিঃ ০২-৭৭৪৫৪৬৪-৫, ৭৭৪১৪০৪, ফ্যাক্সঃ ০২-৭৭৪৫০৬

কোড নংঃ.....

অংশগ্রহণকারীদের তথ্য এবং সম্মতি পত্র

গবেষণার বিষয়: প্রাপ্ত বয়স্ক অটিজম স্পেকট্রাম ডিজঅর্ডার ব্যক্তিদের কর্মক্ষেত্র সম্পর্কিত অভিজ্ঞতা।

গবেষক: আল-ইমরান চৌধুরী (অপূর্ব), বি.এসসি. অকুপেশনাল থেরাপিতে (৪র্থ বছর), সেশন: ২০১৬-২০১৭, বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট।

সুপারভাইজার: শেখ মনিরুজ্জামান, সহযোগী অধ্যাপক এবং বিভাগীয় প্রধান, অকুপেশনাল থেরাপি বিভাগ, বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট।

গবেষণার স্থান: গবেষণাটি সাভার ও ঢাকায় পরিচালিত হবে।

তথ্য শীট:

ভূমিকা:

আমি আল-ইমরান চৌধুরী (অপূর্ব), বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট, সিআরপি-তে অকুপেশনাল থেরাপি বিভাগের (সেশনঃ ২০১৬-২০১৭) বি.এসসি এর চতুর্থ বর্ষের ছাত্র। বিএইচপিআই থেকে অকুপেশনাল থেরাপিতে বিএসসি সম্পন্ন করতে, চতুর্থ বছরে একটি গবেষণা প্রকল্প পরিচালনা করা বাধ্যতামূলক। অকুপেশনাল থেরাপির বিভাগের সহযোগী অধ্যাপক ও বিভাগীয় প্রধান শেখ মনিরুজ্জামানের তত্ত্বাবধানে এই গবেষণা প্রকল্পটি করা হবে। গবেষণা প্রকল্পের উদ্দেশ্য হল প্রাপ্ত বয়স্ক অটিজম ব্যক্তি দের কর্মক্ষেত্র সম্পর্কিত অভিজ্ঞতা গুলো অন্বেষণ করা। আমি আপনাকে এই গবেষণায় অংশগ্রহণের জন্য আমন্ত্রণ জানাচ্ছি। আপনার মূল্যবান অংশগ্রহণ এই গবেষণা প্রকল্পকে শক্তিশালী করবে। এই তথ্য পত্রে গবেষণার বিস্তারিত লেখা রয়েছে। আপনার যদি বিষয় বস্তু বুঝতে অসুবিধা হয় বা আপনার যদি কিছু সম্পর্কে আরও জানার প্রয়োজন হয় তবে আপনি নির্ধিধায় জিজ্ঞাসা করতে পারেন।

গবেষণার পটভূমি এবং উদ্দেশ্য:

গবেষণার সাধারণ উদ্দেশ্য হল প্রাপ্ত বয়স্ক অটিজম ব্যক্তি দের কর্মক্ষেত্র সম্পর্কিত অভিজ্ঞতা গুলো অন্বেষণ করা। আপনাকে এই গবেষণার অংশ হওয়ার জন্য আমন্ত্রণ জানানো হচ্ছে কারণ বাংলাদেশে, প্রাপ্ত বয়স্ক অটিজম ব্যক্তি দের কর্মক্ষেত্র সম্পর্কিত অভিজ্ঞতা নিয়ে কোনও গবেষণা নেই। তাই আমি এই বিষয় সম্পর্কে আরো জানতে আগ্রহী। আপনার তথ্য এই গবেষণায় আপনার স্বেচ্ছায় অংশগ্রহণের মাধ্যমে গর্ভাবস্থা এবং প্রসবকালীন সময়ের অভিজ্ঞতা প্রকাশ করতে সহায়ক হবে।

চলুন জেনে নিই এই গবেষণা কাজে অংশগ্রহণ সংক্রান্ত বিষয় সম্পর্কে:

সম্মতি পত্রে স্বাক্ষর করার আগে, গবেষণা প্রকল্প পরিচালনার বিশদ বিবরণ এই অংশগ্রহণ নোটের মাধ্যমে আপনাকে বিস্তারিতভাবে উপস্থাপন করা হবে। আপনি যদি এই গবেষণায় অংশগ্রহণ করতে চান তবে আপনাকে সম্মতি পত্রে স্বাক্ষর করতে হবে। আপনি যদি অংশগ্রহণ নিশ্চিত করেন, সম্মতির একটি অনুলিপি আপনাকে দেওয়া হবে। এই গবেষণা প্রকল্পে আপনার অংশগ্রহণ স্বেচ্ছাসেবী।

অংশগ্রহণের সুবিধা এবং ঝুঁকি:

এই গবেষণা প্রকল্পে অংশগ্রহণের জন্য আপনার কোন ঝুঁকি এবং উপকার হবে না।

তথ্যের গোপনীয়তা:

এই সম্মতিতে স্বাক্ষর করার মাধ্যমে, আপনি গবেষণা কর্মীদের এই গবেষণা প্রকল্পটি পরিচালনা করতে আপনার ব্যক্তিগত তথ্য যেমন নাম, ঠিকানা, যোগাযোগ নম্বর সংগ্রহ এবং ব্যবহার করার অনুমতি দিচ্ছেন। এই গবেষণা প্রকল্পের জন্য সংগৃহীত যেকোন তথ্য, যা আপনাকে শনাক্ত করতে পারে, তা গোপন থাকবে। আপনার সম্পর্কে সংগৃহীত তথ্য প্রতীকীভাবে উল্লেখ করা হবে। শুধুমাত্র সংশ্লিষ্ট গবেষক এবং সুপারভাইজার সরাসরি এই তথ্য জানতে সক্ষম হবেন। প্রতীকী উপায়ে চিহ্নিত তথ্য পরবর্তী তথ্য বিশ্লেষণের জন্য ব্যবহার করা হবে। তথ্য শীট একটি লক ড্রয়ারে রাখা হবে। তথ্যের ইলেকট্রনিক্স সংস্করণ বিএইচপিআই এর অকুপেশনাল থেরাপি বিভাগ এবং গবেষকের ব্যক্তিগত ল্যাপটপে সংগ্রহ করা হবে। যেকোনো প্রকাশনা ও উপস্থাপনায় তথ্য এমনভাবে প্রদান করা হবে যাতে তা গোপন থাকে।

প্রচারমূলক ফলাফল সম্পর্কে তথ্য:

আশা করা হচ্ছে যে এই গবেষণা প্রকল্পের ফলাফলগুলি বিভিন্ন সোশ্যাল মিডিয়া, ওয়েবসাইট, সম্মেলন, আলোচনা এবং পর্যালোচনা করে জার্নালের মতো বিভিন্ন ফোরামে প্রকাশিত এবং উপস্থাপন করা হবে।

গবেষণা পরিচালনার জন্য অর্থের উৎস:

এই গবেষণার ব্যয় সম্পূর্ণভাবে গবেষকের নিজস্ব তহবিল থেকে ব্যয় করা হবে।

অংশগ্রহণ থেকে প্রত্যাহার সম্পর্কে তথ্য:

আপনার সম্মতি সত্ত্বেও, আপনি তথ্য বিশ্লেষণের আগে আপনার অংশগ্রহণ প্রত্যাহার করতে পারেন। আমরা আপনাকে কারণটি জানাতে উৎসাহিত করি। কিন্তু আপনি যদি আমাদের জানাতে না চান, তাহলে প্রত্যাহার কাগজে এটি উল্লেখ করুন।

গবেষকের সাথে যোগাযোগের ঠিকানা:

গবেষণা সম্পর্কে আপনার কোন প্রশ্ন থাকলে, আপনি এখন বা পরে আমাকে জিজ্ঞাসা করতে পারেন। আপনি যদি পরে প্রশ্ন জিজ্ঞাসা করতে চান তবে আপনি নিম্নলিখিত যেকোনও মাধ্যমে যোগাযোগ করতে পারেন: আল-ইমরান চৌধুরী (অপূর্ব), বিএসসি ইন অকুপেশনাল থেরাপি, ডিপার্টমেন্ট অফ অকুপেশনাল থেরাপি এবং যোগাযোগ নম্বর: ০১৫২১৩২৩৫২৬

অভিযোগ:

এই গবেষণা প্রকল্প পরিচালনার বিষয়ে কোনো অভিযোগ থাকলে, অ্যাসোসিয়েশন অফ এথিক্স (সি আর পি/বিএইচপিআই/আই আর বি/১১/২০২১/৫১৮) এর সাথে যোগাযোগ করুন। এই প্রস্তাবটি প্রাতিষ্ঠানিক পর্যালোচনা বোর্ড (আই আর বি), বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট (বিএইচপিআই), সি আর পি, সাভার, ঢাকা-১৩৪৩, বাংলাদেশ দ্বারা পর্যালোচনা করা হয়েছে, যার কাজ হল গবেষণায় অংশগ্রহণকারীদের ক্ষতি থেকে সুরক্ষা নিশ্চিত করা। আপনি যদি আই আর বি সম্পর্কে আরও জানতে চান, তাহলে বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট (বিএইচপিআই)সিআরপি, সাভার, ঢাকা- ১৩৪৩ -এ যোগাযোগ করুন।

সম্মতিপত্র

এই গবেষণাটি অকুপেশনাল থেরাপির কোর্সের একটি অংশ এবং গবেষণাকারীর নাম **আল-ইমরান চৌধুরী (অপূর্ব)**। সে পক্ষাঘাতগ্রস্ত পুনর্বাসন কেন্দ্র (সি আর পি) এর অধিনস্থ বাংলাদেশ হেলথ প্রফেশনাল ইনস্টিটিউটের অকুপেশনাল থেরাপি বিভাগ এর ৪র্থ বর্ষের ছাত্র। এই গবেষণাটির শিরোনাম **প্রাপ্ত বয়স্ক অটিজম স্পেকট্রাম ডিজঅর্ডার ব্যক্তিদের কর্মক্ষেত্র সম্পর্কিত অভিজ্ঞতা**।

এই গবেষণাতে আমি.....একজন অংশগ্রহনকারী এবং পরিষ্কারভাবে এই গবেষণার উদ্দেশ্য সম্পর্কে অবগত। আমার যে কোন সময়ে এই গবেষণা থেকে নিজেকে প্রত্যাহার করার অধিকার আছে। এজন্য আমি প্রশ্নের উত্তর প্রদান করার জন্য কখনো কখনো দায়বদ্ধ না। এই গবেষণাটির সাথে আমার কোন সম্পৃক্ততা নেই। এই গবেষণাটি বর্তমানে এবং ভবিষ্যতে আমার চিকিৎসার ক্ষেত্রে কোন রকম প্রভাব ফেলবে না।

আমি আরও অবগত আছি যে, এই কথোপকথন থেকে নেওয়া সমস্ত তথ্যাবলি নিরাপদে এবং গোপনীয়তার সাথে শুধুমাত্র গবেষণার কাজেই ব্যবহার করা হবে। আমার নাম এবং ঠিকানা কোথাও প্রকাশ হবে না। শুধুমাত্র গবেষণাকারীর এবং তার গবেষণার সমন্বয়কারীর সাথে এই গবেষণার পদ্ধতি সম্পর্কে অথবা যে কোন প্রশ্নের উত্তর জানার জন্য কথা বলতে পারবে। আমি উপরোক্ত তথ্যগুলো ভালোভাবে জেনে নিজ ইচ্ছায় এই গবেষণায় অংশগ্রহন করছি।

অংশগ্রহনকারীর স্বাক্ষর/টিপসই	তারিখ:
অংশগ্রহনকারীর স্বাক্ষর	তারিখ:
সাক্ষ্য প্রদানকারীর স্বাক্ষর/টিপসই	তারিখ:

Appendix F: Questionnaire

Aim	Objective	Question
<p>explore the experiences of adults with ASD in Bangladesh to understand their work-related experience.</p>	<p>To explore the organizational experiences related to the individuals with ASD</p>	<ol style="list-style-type: none"> 1. What are the facilities you get from your working organization? 2. Which rules-regulation you have to maintain for your working organization?
	<p>To explore the relationship with colleagues of individuals with ASD.</p>	<ol style="list-style-type: none"> 1. Describe your colleagues' friendly behaviors? 2. Describe your colleagues' behavior which gives you bad feelings?
	<p>To explore the environment of their workplace of individuals with ASD.</p>	<ol style="list-style-type: none"> 1. What was your psychical environment? 2. How about your workplace friendliness?
	<p>To explore the work-related barriers of individuals with ASD.</p>	<ol style="list-style-type: none"> 1. What kind of barriers you faced?

Aim	Objective	Question
To explore the experiences of adults with ASD in Bangladesh to understand their work-related experience.	To explore the organizational experiences related to the individuals with ASD	<p>১) আপনি কিভাবে এই প্রতিষ্ঠানে এসেছেন? আপনার অভিজ্ঞতা টি বলুন?</p> <p>২) আপনার কাজ সম্পর্কে কিছু বলুন? -> আপনি কি কি ধরনের কাজ করে থাকেন? -> কাজ গুলো করতে আপনার কেমন লাগে?</p> <p>৩) আপনি যে প্রতিষ্ঠানে কাজ করেন সেখান থেকে আপনি কি কি সুবিধা পান? -> উল্লেখিত কাজ গুলোর জন্য অথবা আপনাদের জন্য প্রতিষ্ঠান কি কি করে থাকেন? *পারিশ্রমিক কতটুকু উপযুক্ত? *চিকিৎসা সুবিধা, *বেতনের সাথে অন্যান্য ববোনাস/ ভাতা</p> <p>৪) আপনি যে প্রতিষ্ঠানে কাজ করেন সেখান আপনাকে কি কি নিয়ম-নীতি মেনে চলতে হয়? ব্যাখ্যা করুন।</p> <p>*এসকল ক্ষেত্রে কী করা উচিত বলে মনে করেন?</p>
	To explore the relationship with colleagues of individuals with ASD.	<p>১) আপনার সহকর্মীদের সম্পর্কে বলুন? -> আপনার সাথে সম্পর্ক কেমন? (ব্যাখ্যা করুন) -> তাদের ব্যবহার সম্পর্কে বলুন? -> কর্মক্ষেত্রে সাহায্য ও সহযোগিতা সম্পর্কে বলুন -> আপনাকে তারা কতটুকু বুঝতে পারে (তাদের আপনি কিভাবে দেখছেন)?</p> <p>*এসকল ক্ষেত্রে কী করা উচিত বলে মনে করেন?</p>
	To explore the environment of their workplace of individuals with ASD.	<p>১) আপনি যে জায়গায় কাজ করেন সেখানে পরিবেশ সম্পর্কে বলুন? -> পরিবেশ আপনার কেমন লাগে? -> কতটুকু আরামদায়ক? -> পরিবেশে কাজ করতে গেলে কিরকম সুবিধা অসুবিধা হয়? * শব্দ, আলো, গন্ধ, স্পর্শ [চ্যালেঞ্জ] (অসুবিধা হলে কি করেন সমাধান করতে [টিম সাপোর্ট পায় কি না]) ->আপনার কাজের পরিবেশের সাথে কিভাবে মানিয়ে/ খাপখাইয়ে নেন?</p> <p>*এসকল ক্ষেত্রে কী করা উচিত বলে মনে করেন?</p>

To explore the work-related barriers of individuals with ASD.	<p>১) আপনি কি ধরনের সমস্যার সম্মুখীন হয়েছেন?</p> <p>-> কাজ গুলো করতে কোন সাহায্য/ সহযোগিতার প্রয়োজন হয় কি না ? ব্যাখ্যা করুন।</p> <p>-> সাহায্যের প্রয়োজন হলে তা কি ধরনের?</p> <p>-> শারিরিক ভাবে কোন সমস্যার সম্মুখীন হয়ে থাকেন কি না?</p> <p>-> সমস্যা গুলো মানিয়ে নিতে পারেন কি না?</p> <p>-> যদি কোন সাহায্য না পাওয়া যায় তাহলে কি করেন?</p> <p>*এসকল ক্ষেত্রে কী করা উচিত বলে মনে করেন?</p>
---------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Appendix G: Socio Demographic Information sheet

Socio Demographic Information

কোডঃ _____

তারিখঃ

নামঃ

বয়সঃ

লিঙ্গঃ পুরুষ / মহিলা / অন্যান্য

বৈবাহিক অবস্থাঃ বিবাহিত / অবিবাহিত / অন্যান্য

প্রতিষ্ঠানে কাজ শুরু তারিখঃ

প্রাতিষ্ঠানিক প্রশিক্ষণ (প্রতিষ্ঠানের নাম, কত দিন নিয়েছেন)/ ট্রেনিং এর ধরণঃ

পেশাঃ

যে পদে নিযুক্তঃ

কর্মস্থলে কাজ করার মোট সময়ঃ

মাসিক আয়/বেতনঃ

কত ঘণ্টা কাজ করেনঃ

পরিবারে সদস্য কত জনঃ

আপনার সম্পর্কে কিছু বলুন ? *

Appendix H: Interview Guideline

ইন্টারভিউ প্রশ্নঃ

*আপনার সম্পর্কে কিছু বলুন ?

১) আপনি কিভাবে এই প্রতিষ্ঠানে এসেছেন? আপনার অভিজ্ঞতাটি বলুন?

২) আপনি যে জায়গায় কাজ করেন সেখানে পরিবেশ সম্পর্কে বলুন?

-> পরিবেশ আপনার কেমন লাগে?

-> কতটুকু আরামদায়ক?

-> পরিবেশে কাজ করতে গেলে কিরকম সুবিধা অসুবিধা হয়? * শব্দ, আলো, গন্ধ, স্পর্শ

[চ্যালেঞ্জ]

(অসুবিধা হলে কি করেন সমাধান করতে [টিম সাপোর্ট পায় কি না])

->আপনার কাজের পরিবেশের সাথে কিভাবে মানিয়ে/ খাপখাইয়ে নেন?

৩) আপনার কাজ সম্পর্কে কিছু বলুন?

-> আপনি কি কি ধরনের কাজ করে থাকেন?

-> কাজ গুলো করতে আপনার কেমন লাগে?

৪) আপনি যে প্রতিষ্ঠানে কাজ করেন সেখান আপনাকে কি কি নিয়ম-নীতি মেনে চলতে হয়? ব্যাখ্যা করুন।

৫) আপনি যে প্রতিষ্ঠানে কাজ করেন সেখান থেকে আপনি কি কি সুবিধা পান?

-> উল্লেখিত কাজ গুলোর জন্য অথবা আপনাদের জন্য প্রতিষ্ঠান কি কি করে থাকেন?

* পারিশ্রমিক কতটুকু উপযুক্ত? * চিকিৎসা সুবিধা, * বেতনের সাথে অন্যান্য ববোনাস/ভাতা

৬) আপনার সহকর্মীদের সম্পর্কে বলুন?

-> আপনার সাথে সম্পর্ক কেমন? (ব্যাখ্যা করুন)

-> তাদের ব্যবহার সম্পর্কে বলুন?

-> কর্মক্ষেত্রে সাহায্য ও সহযোগিতা সম্পর্কে বলুন

-> আপনাকে তারা কতটুকু বুঝতে পারে (তাদের আপনি কিভাবে দেখছেন)?

৭) আপনি কি ধরনের সমস্যার সম্মুখীন হয়েছেন?

-> কাজ গুলো করতে কোন সাহায্য/ সহযোগিতার প্রয়োজন হয় কি না ? ব্যাখ্যা করুন।

-> সাহায্যের প্রয়োজন হলে তা কি ধরনের?

-> শারিরিক ভাবে কোন সমস্যার সম্মুখীন হয়ে থাকেন কি না?

-> সমস্যা গুলো মানিয়ে নিতে পারেন কি না?

-> যদি কোন সাহায্য না পাওয়া যায় তাহলে কি করেন?