

Supplementary Material

Central theme	No. of Studies	Key Thematic Categories	Key findings summary
Transition to adulthood	16	Transition challenges, supports	Planning and support systems that do not fit the needs of autism adults.
Social functioning	16	Demographic, neurocognitive Intrinsic characteristics of autism, socio-environmental factors	Linked to personal traits and social context, although there is less research about the last one.
Adaptative behaviour	16	Demographic, neurocognitive Intrinsic characteristics of autism, socio-environmental factors	Linked to personal traits and social context, although there is less research about the last one.

Supplementary Tables S1 and S2 presents the included studies organized by central themes (*transition to adulthood*, *social functioning*, and *adaptive behavior*) and further classified into thematic categories (e.g., *intrinsic factors*, *environmental factor*, etc.).

TABLE S1. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
<i>CENTRAL THEME: Transition to adulthood¹</i>						
A. Anderson <i>et al.</i> (2022)	Empirical - Qualitative		11 former students of higher education institutions with ASD, 2 mothers and 3 pairs of parents.	To explore the transition to employment from the perspective of former students with ASD and their relatives.	Individual interviews (average of 68 minutes of duration), with open-ended questions. The “thematic analysis” approach was used to code the interviews.	<u>Poor mental health, lack of support, and poor job interview skills were influential factors in the transition to employment for people with ASD.</u> Participants also noted that it is not the role of universities to prepare them for the transition to employment, a belief that may have influenced their attitude towards the services offered by universities. Those who chose non-vocational careers (which are not related to a specialized occupation) found it more difficult to conceptualize their transition process to employment.

TABLE S1. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
<i>CENTRAL THEME: Transition to adulthood¹</i>						
Austermann <i>et al.</i> (2023)	Empirical - Qualitative		40 adults with ASD who were studying higher education studies or have recently graduated from higher education educational centres.	Understand the experiences of students with ASD and academically talented in their transition process to higher education study centres. Identify best practices for participants and challenges encountered in the process.	Individual semi-structured interviews conducted by three researchers (45-90 minutes long). The “thematic analysis” approach was used to code the interviews.	Participants reported that they were <u>actively involved in selecting their colleges but did not receive enough support from transition services during high school</u> , despite studying in inclusive classrooms and school communities. They also noted their desire for opportunities to develop social skills, executive functions, and greater levels of independence while in high school.

TABLE S1. Articles included in the literature review						
Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
<i>CENTRAL THEME: Transition to adulthood¹</i>						
Bahry <i>et al.</i> (2024)	Theoretical: - Systematic Review and Narrative Review		Intervention and methods to train practitioners: 4 articles were included. Assessment tools used by practitioners: 6 curricula/assessment were selected.	To examine the resources available to assist practitioners in selecting and developing meaningful goals. First, peer-reviewed literature for interventions and methods to train practitioners were analysed. Then, assessment tools used by practitioners were examined.	PRISMA Method for systematic review. For narrative review, a research group of experts were consulted about available curricula and assessment tools used by practitioners to develop meaningful goals.	<u><i>COMPASS intervention aimed at enhancing overall ASD adult functioning by improving the quality of goals. It has shown potential for improving designated IEP objectives.</i></u> On the other hand, researchers found that curricula and assessment tools were developed for different target audience and are not interchangeable. Critical concerns about tools' targets like, need for skills that are necessary to adult life or individualized goals, were discussed.

TABLE S1. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
<i>CENTRAL THEME: Transition to adulthood¹</i>						
Chandroo <i>et al.</i> (2018)	Theoretical - Systematic Review		15 studies included categorized into two groups: intervention articles (to increase student involvement in the IEP process) and survey of practice articles (to measure the existing levels of student involvement in IEP meetings).	Investigate the degree to which students with ASD are involved in adult transition planning meetings, meetings that are encouraged in Individualized Education Programs (IEP).	PRISMA Method.	<u><i>Students with ASD have minimal active involvement in planning for the transition to adult life.</i></u> However, with appropriate interventions, teachers can educate and upskill their students to increase their overall involvement. Students who were encouraged to participate actively in their IEP meetings exhibited lower anxiety levels, fewer communication barriers, fewer social challenges, etc. There is a strong impact of self-determination skills on students' involvement in the IEP transition process.

TABLE S1. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
<i>CENTRAL THEME: Transition to adulthood¹</i>						
Davidovitch & Gerkerova (2024)	Empirical – Quantitative Cross-Sectional		134 participants, with 50 falling within ASD and 84 from general population. All participants were attending universities (62.6 %) or colleges (37.4 %).	Investigate the relationship between adaptation to undergraduate studies and adaptation in the labour market among individuals.	Self-administered questionnaires: Student adaptation to college questionnaire (SACQ), Attitudes towards the Integration of students on the ASD in an academic institution, and Demographic questionnaire.	Findings did not indicate major disparities in perceptions of adaptation to both academic settings and labour market entry. <i><u>The absence of anticipated differences suggests that existing supports within educational and employment contexts may be effectively facilitating the transition for graduates with ASD.</u></i> In addition, the study highlights the importance of inclusive career guidance and job placement services.

TABLE S1. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
<i>CENTRAL THEME: Transition to adulthood¹</i>						
Feldman & Daviso (2018)	Empirical – Quantitative Cross-Sectional		363 participants with ASD who graduated from high school.	To analyse the impact of inclusion practices, technical vocational training, and participation in job skills training programs on the attainment of higher education and/or employment in a population of students with ASD.	Data collected from an American database that provides information on students who receive support due to their disability: Ohio Longitudinal Transition Survey (OLTS).	<u><i>Inclusive policies were highly associated with the attainment of higher education, while receiving technical vocational training was associated with the achievement of full-time employment.</i></u> Academic proficiency was highly associated with post-secondary education. Implications for transition planning include improving post-school goals which must reflect a course of study that improves the odds of meeting those goals.

TABLE SI. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
<i>CENTRAL THEME: Transition to adulthood¹</i>						
Kraemer <i>et al.</i> (2022)	Empirical - Quantitative Cross-Sectional		62 students with ASD who participated in Individualized Education Programs.	To examine the quality of transition plans for a sample of ASD students of transitional age to adulthood.	Intel-ligence: Leiter. Symptoms: SRS-2. Adaptive behaviour: Vineland. Self-determination: Self-determination scale. Supports: Support Intensity Scale. Quality of transition plans: APERS and evaluation rubric based on 13 quality indicators, with a Likert score of 0 (non-existent feature) and 4 (high-quality feature).	The average score for the quality of the transition plans was 10.5 out of 20 points. As strengths, it was found that the <i>transition services were coordinated spaces for student support with sufficient personnel for users to achieve the objectives set</i>. As weaknesses or points for improvement, <i>it was found that the plans needed to be directed to the needs of students from different courses of study</i>; and improve the evaluation process, including information on the level of user participation. The level of <i>adaptive behaviour, IQ, and self-determination were associated with quality components of transition plans</i>. The differences in the quality of the transition plans were based on the type of studies received and the quality of the environment of the educational centre.

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Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
<i>CENTRAL THEME: Transition to adulthood¹</i>						
Test <i>et al.</i> (2014)	Theoretical - Literature Review		----	To review the recent literature on higher education outcomes for young people with ASD. Describe a theoretical framework that involves three important aspects in secondary education: rigor, relevant instruction, and social relationships. Discuss the need to improve the impact of transition services offered to students with ASD.	----	The rigor approach refers to adolescents with ASD receiving solid instruction and individualized supports that allow them to access learning that can be challenging. <u>Relevant instruction during high school should prioritize professional development skills, self-determination skills, and leisure skills.</u> Finally, it is vital to <u>strengthen family relationships, with peers and with support service professionals</u> in the process of transition to adult life of adolescents with ASD.

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Authors and year	Type of study	The-matic category	Popula-tion	Objecti-ves	Instru-ments	Main results
<i>CENTRAL THEME: Transition to adulthood¹</i>						
Wehman <i>et al.</i> (2014)	Theo-retical - literature review		----	Iden-tify key aspects for the transition process of young people with ASD to adult life and identify recom-menda-tions for the improve-ment of policies and prac-tices.	----	The impact of <u>social and psychological factors and the high school curriculum on the achievement of post-secondary objectives was ex-plored</u> . In addition, it specifies <u>the best practices for obtain-ing a job or start-ing higher educa-tion</u> . Finally, some guidelines are given for the improve-ment of policies and practices related to employment and higher academic training.

TABLE SI. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
<i>CENTRAL THEME: Transition to adulthood, social functioning²</i>						
K. A. Anderson <i>et al.</i> (2018)	Theoretical - Scope Review	Socio-environmental factor	121 adults with autism, 186 family members and 192 professionals (from 17 studies included).	To synthesize the findings of qualitative studies about the transition to adult life of people with ASD to discuss the practical implications and provide recommendations for future research.	Peer-reviewed studies that were published between 2000 and 2015 in the United States.	Poor outcomes in the transition to adulthood for adults with ASD are influenced by several factors including <i>poor environment adjustment to individual needs, uncertainty about the role of parents, and lack of comprehensive services</i> . Family and organizational aspects that can be aims of interventions are also discussed.

TABLE S1. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
<i>CENTRAL THEME: Transition to adulthood, social functioning²</i>						
Henninger & Taylor (2012)	Theoretical - Literature Review	Socio-environmental factors, and other factors	15 studies included	To summarize the main findings on social functioning from three approaches: the first established by Rutter <i>et al.</i> in 1967, the second established by Howlin <i>et al.</i> in 2004, and the third that integrates the adjustment between the person and his or her environment.	Search databases such as Psycinfo. Review of articles cited in recent articles on the subject.	Although almost all studies agree that most adults with ASD function poorly, involving the concept of what is considered an adult may have an impact on these outcomes. Some researchers suggest <u>considering the fit between the person and their environment in the evaluation of social functioning</u> . That is, considering individual and family feel that personal needs and goals have been met.

TABLE SI. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
CENTRAL THEME: <i>Social functioning</i>²						
Dubreucq <i>et al.</i> (2023)	Empirical - Quantitative Cross-Sectional	Demographic, neuro-cognitive factors, intrinsic factors of autism, and other factors	383 adults with autism without intellectual disability, with a mean age of 28.1 years (age range 17-65), 31.6 % were female.	Examine the relationship between health status and general functioning and analyze possible gender differences in functioning.	Diagnostic instruments: ADI-R and ADOS; WAIS IV and DSM diagnostic criteria 5. Functioning: Global Assessment of Functioning (GAF). Health Status: EQ-5D-DL Scale.	<i>Social functioning was negatively associated with depressive symptoms and difficulties in social communication, but it was positively associated with verbal ability. Being female and autistic was associated with more likely to have socially valued roles than men</i> (for example, being parent), but with poor mental and physical health too.

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Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
<i>CENTRAL THEME: Social functioning²</i>						
Helles <i>et al.</i> (2017)	Empirical - Quantitative Longitudinal	Intrinsic factors of autism, and other factors	50 men with Asperger's syndrome (AS) evaluated in two time periods.	To evaluate social functioning (employment indicators, living situation, social relationships) and subjective quality of life in a sample of adults with Asperger syndrome who were followed for 20 years. We also assessed whether the stability of the ASD diagnosis and the presence of psychiatric disorders are related to quality of life. Finally, the relationship between objective and subjective aspects of quality of life in this population was measured.	Symptomatology: Diagnostic Interview of the Autism Spectrum. Intelligence: WISC III and WAIS III. Social Functioning: Structured questionnaire on employment, academic level, living situation, social relationships and marital status. Subjective quality of life: SOC and SF-36. Data on psychiatric comorbidity.	The sample was divided into three groups: those who no longer met the criteria for SA, those who still had AS plus psychiatric comorbidities, and those who still had AS but without comorbid psychiatric comorbidities. Regarding social functioning, the first group evidenced a high rate of employment, independent living and friendly social relationships. <i>In the other two groups, a little less than half have a job or studies, live independently and have friends.</i> Regarding subjective quality of life, a large majority

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<i>CENTRAL THEME: Social functioning²</i>						
						of the total participants evidenced average scores in the SOC and SF-36 questionnaires; in the latter, the scores were even above average in terms of physical health, but below average in terms of mental health. <u>The stability of the ASD diagnosis was associated with social functioning, while psychiatric comorbidity was associated with subjective quality of life.</u>

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Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
<i>CENTRAL THEME: Social functioning²</i>						
Howlin & Magiati (2017)	Theoretical - Literature Review	Neuro-cognitive factors, intrinsic factors of autism, other factors	43 studies included	Review recent studies on social functioning, life trajectories over time, factors related to functioning, mental health, mortality, and aging.	Search the Psycinfo, Medline and Google Scholar databases. Articles published between January 2015 and September 2016 were selected.	Most studies point to limited social integration and poor job prospects in the adult population with ASD. <u><i>IQ and verbal functioning, higher levels of autism, and higher rates of mental health are factors related to social functioning.</i></u> There is little information on the individual, family, and social factors that are involved in social functioning.

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Authors and year	Type of study	The-matic category	Popula-tion	Objectives	Instruments	Main results
<i>CENTRAL THEME: Social functioning²</i>						
Kirby <i>et al.</i> (2016)	Theoreti-cal - Sys-tematic Review	Neuro-cognitive, socio-enviro-nmental factors, and intrinsic factors of autism	Samples sizes ranged from 19 to more than 700 partici-pants with ASD from 12 studies.	Understand longitudinal predictors of social func-tioning in adults with ASD.	PRISMA Method.	Significant pre-dictors of social functioning fell into five cate-gories: personal characteris-tics, individual functioning, family context, services, and other factors. <u><i>In some studies, age IQ, diag-nosis/severity, communication skills, family context were related with a poor or better functioning.</i></u> Of the studies reviewed, only two demons-trated high methodological quality.

TABLE S1. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
<i>CENTRAL THEME: Social functioning²</i>						
Leader <i>et al.</i> (2021)	Empirical - Quantitative Cross-Sectional	Other factors	107 adults with ASD (mean age = 38.04.)	To examine the relationship between gastrointestinal symptoms, sleep problems, social functioning, autistic symptomatology, social support, and quality of life in adults with ASD.	Symptoms: AQ-10. Social support: MSPSS. Social Functioning: SFQ. Sleep quality: PSQI. Gastrointestinal symptoms: Gastrointestinal symptom. inventory. Quality of life: QHO-QoL-BREF	A greater presence of sleep problems correlates with a poor quality of life in the physical and environmental domains. Sleep problems correlate with a low quality of life in the physical domain. Better social support correlated with a better quality of life in the psychological, social, and environmental domains. <u>Poor social functioning correlated with poor quality of life in all four domains.</u>

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Authors and year	Type of study	The-matic category	Popula-tion	Objectives	Instru-ments	Main results
<i>CENTRAL THEME: Social functioning²</i>						
Levy & Perry (2011)	Theoreti-cal - Lit-erature Review	Neuro-cogni-tive and intrinsic factors of autism	----	To un-derstand whether there are improve-ments in the long-term prog-nosis of adolescents and adults with ASD, as well as to under-stand the clinical pre-sentation and educa-tional and community needs of this popula-tion.	-----	The progress in the population with ASD in terms of symptomatology severity, cognitive functioning, lan-guage, academic performance, and social functioning is reviewed. <i><u>The factors that predict or influence the pursuit of adult life goals (social functioning) are de-pendent on factors like autism severity, cognitive function-ing, language devel-opment, psychopa-thology and access to intervention services.</u></i>

TABLE S1. Articles included in the literature review

Authors and year	Type of study	The-matic category	Popula-tion	Objectives	Instru-ments	Main results
<i>CENTRAL THEME: Social functioning²</i>						
Mason <i>et al.</i> (2020)	Theoret-ical-em-pirical: System-atic Re-view and Meta-analysis	Demo-graphic, neuro-cogni-tive and intrinsic factors of autism	1199 adults with ASD from 18 included studies.	To replicate the meta-analysis of Steinhau-sen <i>et al.</i> (2016), in-vestigating the predict-ability of language, level of symptom-atology severity and IQ in social functioning.	PRISMA Method and MetaXL Statistical Package.	20 % of participants reported good functioning, 26.6 % borderline function-ing, and 49.3 % poor functioning. <u>Low IQ predicts low functioning, so high IQ appears to be a protective factor against poor functioning, but it does not necessarily predict good func-tioning.</u> Study-year, mean age, and proportion of males did not correlate with any of social functioning catego-ries.

TABLE S1. Articles included in the literature review

Authors and year	Type of study	The-matic category	Popula-tion	Objectives	Instru-ments	Main results
<i>CENTRAL THEME: Social functioning²</i>						
Posar & Visconti (2019)	Theoreti-cal - Literature Review	Neuro-cogni-tive and intrinsic factors of autism	-----	To update the main re-sults on the long-term follow-up of people with ASD, considering the initial predictors that influ-ence late outcomes.	Studies published in the last 10 years in the PubMed database.	Psychoeducational interventions can significantly im-prove the levels of autonomy of people with ASD. Some predictors of <u>better social func-tioning in adult life are related to average intelli-gence and ad-equate language</u> , although this field of research is still open. There is a lack of stud-ies evaluating the long-term out-comes of interven-tions. Commu-nity supports and social integration may be very im-portant in improv-ing the long-term life outcomes of people with ASD.

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Authors and year	Type of study	The-matic category	Popula-tion	Objectives	Instru-ments	Main results
<i>CENTRAL THEME: Social functioning²</i>						
Ratto & Mesibov (2015)	Theoreti-cal - Literature Review	Neuro-cogni-tive and intrinsic factors of autism	-----	To sum-marize the state of the art on ado-lescents and adults with ASD and to identify future lines of research.	-----	The social func-tioning of adults with ASD is gener-ally poor, even in those populations that have cogni-tive functioning within or above average. Despite <u>having an average IQ and normative language skills, these individuals experience signifi-cance obstacles, and their prognosis is generally poor.</u> More research and additional clini-cal resources are needed to meet the needs of this group.

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Authors and year	Type of study	The-matic category	Popula-tion	Objectives	Instru-ments	Main results
<i>CENTRAL THEME: Social functioning²</i>						
Scheeren <i>et al.</i> (2022)	Empirical - Quantitative Longitudinal	Demo-graphic, neuro-cognitive factors, intrinsic factors of autism, and other factors	917 adults with ASD (most with an average or high IQ, age range 18-65 years, mean age = 43.5 years) were assessed over five time periods, which were divided in three waves to make latent growth curve models (LGMs): T0, T0-T2, T2-T4.	To examine the levels, changes, and predictors of social functioning and subjective well-being in a large group of adults with ASD.	Social functioning: questionnaire based on the criteria of Howlin <i>et al.</i> (2004). Well-being: A single-question Likert scale. Symptoms: AQ-short. Intelligence Quotient: Self-reported by the participants. Psychiatric illnesses: Self-reported by participants. Parents' educational level: Sociodemographic questionnaires.	86 % of the participants reported fair to very good social functioning. Functioning and well-being scores correlated positively and improved over time. <u>Poor cognitive functioning, greater symptomatology, the presence of psychiatric illnesses and younger age predict lower social functioning.</u> While only the presence of greater symptomatology and the presence of psychiatric illnesses predicts low well-being. Some variations were found at the last wave, like <u>older age predict less growth in social functioning, and only higher paternal level of education predict more growth in well-being.</u>

TABLE SI. Articles included in the literature review

Authors and year	Type of study	The-matic category	Popula-tion	Objectives	Instru-ments	Main results
CENTRAL THEME: Social functioning²						
Zimmerman <i>et al.</i> (2018)	Systematic review	Demographic, neuro-cognitive, socio-environmental factors, and intrinsic factors of autism	1398 adults with High-functioning Autism (ASD-1), mean age = 28.54 years, from 27 included studies.	Identify factors related to the functioning of adults with high-functioning autism.	PRISMA Method.	The factors that are consistently related to <u>low social functioning are: a higher level of symptomatology severity, low IQ, difficulties in nonverbal learning, deficits in cognitive flexibility, negative thinking styles, perception of low social support</u> . Some results were consistent with previous reviews, such as the influence of ASD symptom severity, IQ, and nonverbal abilities. About other factors, more research is needed, especially with prospective designs and multivariate analysis.

TABLE SI. Articles included in the literature review

Authors and year	Type of study	The-matic category	Popula-tion	Objectives	Instru-ments	Main results
CENTRAL THEME: <i>Adaptative behaviour</i>³						
Bal <i>et al.</i> (2015)	Em-pirical-Quan-titative longitudi-nal	Neuro-cognitive factors	179 participants (152 with ASD and 27 without ASD) were evaluated in six periods (2 years, 3 years, 5 years, 9 years, 18 years, and 21 years).	To examine predictors of daily living skills (adaptative behaviour domain) and trajectories of each sub-domain in a longitudinal sample of children with ASD approximately two years of age.	Adaptive behaviour: Vineland. Symp-tomatol-ogy: ADIR. IQ: Mullen Scale of Early Learning, WASI, DAS. Language: Age equivalent of the Vineland.	Children with and without ASD show continuous development of daily living skills (DLS). In both groups, nonverbal mental age was a strong predictor of DLS improvements. In the ASD group, two groups of trajectories of the development of DLS were observed, which were called High DLS and Low DLS. <u>Nonverbal mental age, receptive language, and difficulties in social communication at two years of age predict belonging to the High DLS group. Receiving interventions for more than 20 hours, before the age of three, is associated with a better trajectory of DLS.</u>

TABLE S1. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
CENTRAL THEME: Adaptive behaviour³						
Hudepohl <i>et al.</i> (2015)	Empirical - Quantitative Cross-Sectional	Neuro-cognitive factors	18 participants with ASD and 22 participants without ASD, with similar IQ profiles.	To examine the relationship between emotion perception and adaptive behaviour in people with ASD.	Intelligence: WASI. Adaptive behaviour: Vineland. Perception of emotions: DANVA-2.	Participants with ASD showed low adaptive behaviour and low emotional perception skills compared to a group without ASD. The perception of emotions acts as a mediator in the socialization domain, thus highlighting that a low score in this domain is related to low scores in the perception of emotions.

TABLE SI. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
CENTRAL THEME: Adaptative behaviour³						
Kenworthy <i>et al.</i> (2010)	Empirical - Quantitative Cross-Sectional	Demo-graphic, neurocognitive factors, and intrinsic factors of autism	40 people with high-functioning ASD (between 12 and 22 years old) and 30 people without ASD (between 12 and 21 years old), matched according to age, IQ and sex.	To compare the adaptive behaviour of the group with ASD and the group without ASD, and to examine the relationship between each of their profiles with the variables intelligence, age and autistic symptomatology.	Diagnostic instruments: ADIR and ADOS. Symptomatology: SRS. Adaptive behaviour: ABAS (answered by a relative).	Within the ASD group, <i>communication skills were positively correlated with the IQ variable, while the total adaptive behaviour score was negatively correlated with the symptomatology variable.</i> This investigation demonstrates the utility of an adaptive functioning checklist for capturing impairments in high-functioning individuals with ASD, and that relationship between social abilities and autism exists independently of intelligence.

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Authors and year	Type of study	The-matic category	Population	Objectives	Instru-ments	Main results
CENTRAL THEME: <i>Adaptative behaviour</i> ³						
Kraper <i>et al.</i> (2017)	Empirical – Quantitative Cross-Sectional	Demo-graphic, neuro-cognitive factors, and intrinsic factors of autism	52 adults with ASD without intellectual disability (mean age = 21.1).	To examine the adaptive behaviour profile in adults with ASD without intellectual disability and to examine the implication of comorbid psychiatric conditions on adaptive behaviour.	Adaptive behaviour: ABAS. Comorbid Psycho-pathology: Adult Behaviour checklist. Symptomatology: SRS.	Adaptive behaviour is substantially below the IQ score, with the ABAS socialization domain being the one that is consolidated as a weakness. <i>Comorbid psychiatric pathology correlated significantly with the discrepancy between IQ scores and adaptive behaviour.</i> These findings point out key intervention targets of both adaptative behaviour and psychopathology for transition-age and young adults.

TABLE SI. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
CENTRAL THEME: Adaptive behaviour³						
Lousky <i>et al.</i> (2024)	Empirical – Quantitative Longitudinal	Socio-environmental factors	49 autistic participants (mean age = 18.74) who completed the “Looking ahead” program, focused on training, supporting, and integrating autistic young adults into technological divisions of the military as well as preparing them for future civilian career options in technological fields.	To compare possible changes in adaptive behaviour and communication skills between three vocational tracks following the mentioned program which was conducted for 12 weeks.	Intelligence: WAIS-III. Adaptive behaviour: ABAS-II. Symptomatology: SRS-II. Social-communication skills: Faux pas-adult version, Empathy Quotient (EQ), Friendship Qualities Scale, Conversation task based on Yale in vivo pragmatic protocol.	This research is a pre-post interventional study. Results revealed a significant time effect for the self-reported ABAS-II conceptual, social, and practical subdomains, EQ, Faux Pas, and SRS-II social communication interaction scores. <u>Participants report increasing their adaptative skills, emotional empathy, and the ability to detect and interpret awkward statements, and decreased in their social communication symptoms following the program.</u>

TABLE S1. Articles included in the literature review						
Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
CENTRAL THEME: <i>Adaptive behaviour</i> ³						
Matthews <i>et al.</i> (2015)	Empirical – Quantitative Cross-Sectional	Demographic, and neuro-cognitive factors	75 adolescents and adults with ASD (mean age = 24.22), 81.33 % without intellectual disability.	To evaluate the performance of the participants in the domains and subdomains of the Vineland, distinguishing it by age and cognitive functioning. A relationship between age and adaptive behaviour is predicted in all domains of the Vineland.	Symptomatology: ADOS, Intelligences: KBIT, Adaptive Behaviour: Vineland.	<u>An advantage of cognitive functioning over adaptive behaviour is appreciated.</u> Daily living skills were a relative strength compared to the communication and socialization domains in the adult group. In general, the <u>subdomain of writing skills (which correlates with IQ)</u> obtained the highest scores, and the subdomain of interpersonal relationships obtained the lowest scores.

TABLE S1. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
CENTRAL THEME: <i>Adaptive behaviour</i>³						
Matthews <i>et al.</i> (2017)	Empirical – Quantitative Cross-Sectional	Demographic, and neuro-cognitive factors	22 adolescents (mean age = 15.32) and 22 adults (mean age = 21.32) with ASD without intellectual disability and their respective relatives.	To assess the cognitive functioning and adaptive behaviour of adolescents and adults with ASD, to examine the responses of family members about the adaptive behaviour of their adolescents and adults with ASD.	Symptomatology: ADOS, Intelligence: Kaufmann's Brief Intelligence Test, Adaptive Behaviour: Vineland.	<u>Adaptive behaviour scores were significantly lower than IQ scores, and adults with ASD scored significantly lower than those obtained by adolescents.</u> The differences favouring the group of adults with ASD were only observed in 16 items, suggesting that there is limited skill development during their transition to adult life.

TABLE S1. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
CENTRAL THEME: <i>Adaptive behaviour</i>³						
Peterson <i>et al.</i> (2015)	Empirical - Quantitative Cross-Sectional	Neuro-cognitive factors	120 participants (with diagnoses of autism, Asperger's syndrome or Pervasive Developmental Disorder not otherwise specified). Family members completed the questionnaires.	To examine the relationship between adaptive behaviour and executive functions in people with ASD.	Adaptive behaviour: ABAS. Executive Functions: BRIEF.	<u><i>The executive functions (EF) of behaviour regulation, initiation, monitoring, metacognition, flexibility, working memory, and organization correlated significantly with ABAS scores.</i></u> Findings may suggest weakness in daily functioning in individuals with ASD are likely influenced by EF deficits. For this reason, targeted interventions to improve EF may improve adaptive skills.

TABLE S1. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
CENTRAL THEME: <i>Adaptative behaviour</i>³						
Schmidt <i>et al.</i> (2015)	Empirical - Quantitative Cross-Sectional	Other factors	43 adults with ASD without intellectual disability and 44 control group adults without ASD.	To assess psychosocial functioning and subjective well-being in adults with ASD without intellectual disability and their peers without ASD. To explore which areas of functioning predict life satisfaction in people with ASD.	Verbal IQ: Vocabulary Test. Diagnosis: ADOS, DSM-IV Questionnaire or ADIR. Psychiatric diseases: Mini-DIPS. Adaptive Behaviour: WHODAS. Satisfaction: FLZ.	Adults with ASD report lower psychosocial functioning and lower life satisfaction compared to their peers without ASD. Of all the WHODAS domains, scores on activities of daily living did not differ between participants with ASD and without ASD. <u>The domain of participation in society (adaptive behaviour domain) was identified as the only predictor of life satisfaction in the population with ASD.</u>

TABLE S1. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
CENTRAL THEME: <i>Adaptative behaviour</i> ³						
Sullivan <i>et al.</i> (2024)	Empirical – Quantitative Cross-Sectional	Neuro-cognitive factors	52 autistic young adults and 32 neurotypical adults, ages 18-30.	The purpose of this study is to 1) compare independent living skills, 2) compare executive functioning skills between autistic and neurotypical young adults, and 3) examine the overall contribution of executive functioning skills to independent living skills.	Intelligence: Montreal Cognitive Assessment (MOCA). Adaptative Behaviour: ABAS-3. Executive Functions: BRIEF, Weekly calendar planning activity (WCPA).	Adaptative behaviour skills and executive functioning skills were significantly lower in autistic adults than neurotypical adults. <u>Within autistic adults, self-reported measures of executive functioning skills (BRIEF) robustly correlated with adaptative behaviour skills.</u> While performed-based measures (WCPA) did not correlate with adaptative behaviour skills. This suggests a discrepancy between self-report and performance-based measures of executive functioning skills.

TABLE S1. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
CENTRAL THEME: Adaptive behaviour³						
Tomaszewski <i>et al.</i> (2019)	Empirical - Quantitative Longitudinal	Socio-environmental factors	244 participants with ASD between the ages of 14 and 21 (72 % without intellectual disability) assessed over four time periods.	To identify the trajectories of adaptive behaviour in a group of young people with ASD, which is reported by teachers. Likewise, differences in age, sex, IQ, characteristics of autism, and environmental factors of the educational centre were measured.	Intelligence quotient: Leiter scale, 3rd edition. Symptoms: SCQ, SRS. Adaptive behaviour: Vineland. Quality of the educational centre: APERS.	Two trajectories in the participants' adaptive behaviour were identified: the first class scored medium-low on adaptive behaviour and demonstrated positive changes over time, the second class scored low on adaptive behaviour and did not change over time. <i>Those who belonged to the first group were the youngest at the time of recruitment, had high IQs and a low level of symptoms. The quality of the educational centres predicted the probability of belonging to the first group (medium-low adaptive behaviour).</i>

TABLE S1. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
CENTRAL THEME: Adaptive behaviour³						
Williams <i>et al.</i> (2014)	Empirical-cross-sectional	Demo-graphics, and neuro-cognitive factors	65 people with ASD between the ages of 8 and 46 with an average IQ. 65 typically developing people in the same age range.	To examine the relationship between measures of conceptual reasoning, ecological measures of problem solving, and adaptive behaviour in children and adults with ASD.	Conceptual reasoning: represented in three subdomains: Flexibility: Absurd images, Absurd phrases, WCST, 20Q; Perceptual reasoning: TPT, Hooper's Visual Organization; Application of standards: TMT, Hanoi Tower, Category Test. Problem Solving: BADS (assesses executive functions). Adaptive behaviour: Vineland.	Participants with ASD scored worse in conceptual reasoning than individuals without ASD. <u>The flexibility subdomain correlated significantly with two BADS tasks and with almost all the Vineland scores, except for the Socialization domain.</u> It is concluded that flexibility is predominantly important for better adaptive behaviour.

TABLE S1. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
CENTRAL THEME: Adaptive behaviour³						
Zukerman <i>et al.</i> (2022)	Empirical-longitudinal	Neuro-cognitive, socio-environmental factors, and intrinsic factors of autism	39 students with ASD, 29 students without ASD and high social anxiety and 32 students with ASD and low social anxiety, assessed in two time periods.	A group of students with ASD belonging to an integration program was followed for one year. Adaptive behaviour and psychiatric symptoms with ASD were assessed, and the results were compared with two groups of peers without ASD, one of whom had symptoms of high social anxiety.	Adaptive behaviour: ABAS. IQ: WAIS-III. Symptoms: AQ. Anxiety: Liebowitz scale. Depression: Beck scale. Obsessive-Compulsive Disorder: Yale-Brown Scale.	In period one of assessment, participants with ASD reported low levels of adaptive behaviour and high levels of social anxiety and OCD symptoms compared to the other two control groups. However, in evaluation period two, improvements in adaptive behaviour and low depressive symptoms were reported only in the group with ASD. <u>Anxiety levels and OCD symptoms were negatively associated with adaptive behaviour.</u>

TABLE SI. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
CENTRAL THEME: Social functioning², adaptative behaviour³						
Bishop-Fitzpatrick <i>et al.</i> (2016)	Empirical - Quantitative cross-sectional	Neuro-cognitive, socio-environmental factors, and other factors	180 adults with ASD: 50 % without intellectual disability, mean age of 33.5 years of age, 75 % male.	Identify predictors of positive social functioning and good quality of life.	Normative social functioning and quality of life scales , coded with 1 if they were employed, semi- or completely independent, social relationships, good mental and/or physical health, family contact, and 0 if some of these indicators were not present. Only the quality of the neighbourhood was rated with a Likert scale from 1 to 5,	In the exploratory analyses of the latent class, three groups of adults with ASD were found: with high dependence, good physical/mental health and high independence. <u>The presence of better daily living skills, better executive functions, and maternal warmth was associated with better social functioning.</u> Specifically, the second group shows a higher probability to have better daily living skills (adaptive behaviour domain), and lower executive functioning limitations than the third group. The first group shows a higher probability

TABLE SI. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
<i>CENTRAL THEME: Social functioning², adaptative behaviour³</i>						
					where 1 meant having greater disadvantages. Symptomatology: ADI-R. Daily Living Skills: W-ADL. Executive Functions: BRIEF. Coding of the mother's speech: scale from 0 to 8 (critical style) and scale from 0 to 4 (warm style).	to have better daily functioning living and maternal warmth than third group. Finally, the second group shows a higher probability to have better maternal warmth than first group. There was not another association.

TABLE S1. Articles included in the literature review

Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
CENTRAL THEME: Social functioning², adaptative behaviour³						
Otsuka <i>et al.</i> (2017)	Empirical – Quantitative Cross-Sectional	Neuro-cognitive factors	41 adults with ASD without intellectual disability, aged between 18 and 53 years and 21 adults without ASD who were matched with the ASD group according to age, sex, educational level and verbal and non-verbal IQ.	To identify cognitive skills predictive of social functioning in adults with ASD.	ASD Group: CARS. Both groups: Intelligence: WAIS-III. Symptomatology AQ. Neurocognitive: Eye Test, Facial emotion recognition, Self-reference task, WAIS-III block design, sequence of letters and numbers, and coding, Wisconsin Test, Tower Test of the Delis-Kaplan Executive Function, CPT, Wechsler Memory Scale, Memory for	<u>Regression analyses revealed that emotion perception and verbal skills predicted good adaptive behaviour, with the former mediating between the other two.</u> These findings provide evidence of a triadic relationship among neuro- and social cognition and functional outcome in this population. It is suggested that interventions that target these cognitive skills could benefit the social development of adults with ASD. <u>Multiple linear regression analysis revealed too that adaptative behaviour is the only predictor of social functioning.</u>

TABLE SI. Articles included in the literature review						
Authors and year	Type of study	Thematic category	Population	Objectives	Instruments	Main results
<i>CENTRAL THEME: Social functioning², adaptive behaviour³</i>						
					Intentions Screening Test, Verbal Fluency Task. Functioning: Vineland and Social Functioning Scale.	

TABLE S2. Book chapters and other articles included in the literature review			
Author and year	Thematic category	Reference type	Main content
<i>CENTRAL THEME: Transition to Adulthood</i>			
Barahona-Correa (2017)		Book chapter (pp. 129-178)	The characteristics of adults with high-functioning ASD or Asperger's Syndrome are reviewed. <i>It emphasizes the differences between adults diagnosed late and those diagnosed in childhood.</i> With respect to the first group, authors analysed clinical features, reasons for self-referral to mental health services, differential diagnosis, diagnosing psychiatric comorbidity and <i>social functioning</i> . With respect to the second group, authors <i>analysed social functioning and quality of life</i> and longitudinal evolution of autistic core symptoms.

TABLE S2. Book chapters and other articles included in the literature review			
Author and year	Thematic category	Reference type	Main content
<i>CENTRAL THEME: Transition to Adulthood</i>			
Hurley-Hanson <i>et al.</i> (2020)		Book chapter (pp. 87-110)	The chapter explores the current availability of intervention services and the primary needs of people with ASD as they prepare to transition to employment. <u>Specifically, authors mentioned system barriers, like quality efficacy, and availability of intervention programs, services cliff, etc. Also explain the importance of transition plans in high school and other interventions, like vocational rehabilitation services.</u>
Nicholas <i>et al.</i> (2017)		Editorial	Three priority themes are identified that involve the transition and employment of people with ASD: the first theme <u>focuses on increasing research capacity on the needs of adults with ASD, the second theme deals with the importance of fostering employer engagement to generate job opportunities for people with ASD, and the third theme focused on family support for adults with ASD.</u>

TABLE S2. Book chapters and other articles included in the literature review			
Author and year	Thematic category	Reference type	Main content
<i>CENTRAL THEME: Transition to Adulthood</i>			
Rydzewska (2012)		Editorial	Briefly describe how complex it is to transition to adult life, and how the nature of ASD has an impact on this transition process, with reference to Scotland. The <u>focus is on the nature of ASD and its impact on the transition to adulthood, the conceptualisation of this process</u> , the characteristics of effective service provision, as well as the ever-changing social, political and economic context of young people's transitions.
Schall <i>et al.</i> (2014)		Book chapter (pp. 41-60)	It describes the transition from high school to adult life for adolescents and young people with ASD. Mention some information about current social functioning. <u>It focuses primarily on foundational skills for the transition to adulthood like self-determination, self-management, independence and career development</u> . Also <u>focused on exemplary programs for this transition process</u> like intensive behaviourally based teaching strategies in generalized environments, and adult services and supports like "state vocational rehabilitation services".

TABLE S2. Book chapters and other articles included in the literature review			
Author and year	Thematic category	Reference type	Main content
CENTRAL THEME: Social functioning²			
Hume <i>et al.</i> (2014)	Neurocognitive, and intrinsic factors of autism	Editorial	It reviews the problems related to the independence (social functioning) of young people with ASD, <i>including the importance of promoting autonomy during adolescence, the influence of autonomy on post-secondary achievement, and the factors that contribute to difficulties in the autonomy of this population.</i> In addition, interventions that promote autonomy are reviewed. Finally, recommendations are made for practitioners and caregivers implementing interventions intended to support young people with ASD independence.
CENTRAL THEME: Adaptative behaviour³			
Hervas & Romarís (2019)	Intrinsic factors of autism	Editorial	The concept of adaptative behaviour, its relationship with ASD, the factors that influence better adaptation, how it is evaluated and the implications for treatment are reviewed. With respect to ASD-1 population, <i>it's known that has a poor adaptative behaviour compared to neurotypical people and they tend to use compensatory resources to minimize their difficulty, although, it seems they use ineffectively.</i>

Legend

Demographic factors
Neurocognitive factors
Intrinsic factors of autism
Socio-environmental factors
Other factors

Key concepts:

¹Transition to adulthood: a process that it is traditionally marked by the gradual emergence of objective demographic indicators, such as post-obligatory education, adult relationships, employment, and independent living, which entail different levels of challenges and require different types of skills, like adaptative behaviour.

²Social functioning: Social achievements that are expected in adulthood. It is traditionally measured using three domains: “Social Relationships,” “Employment,” and “Independent Living”. Some authors used psychometric instrument to measure it by using the Social Functioning Questionnaire (Leader *et al.*, 2021). The first questionnaire was usually used to measure social functioning in ASD (in general) population. The second one, showed good psychometric properties on ASD-1 population (Leader et al., 2021).

³Adaptative behaviour: person’s ability to complete tasks of daily living. Depends on instrument, it is composed of the domains “socialization”, “communication” and “skills for daily living” (Vineland); “practical”, “socialization” and “conceptual” (ABAS), and “Comprehension and Communication”, “Mobility”, “Personal Care”, “Relationship with Other People”, “Activities of Daily Living” and “Social Participation” (WHODAS). All these instruments are validated on ASD-1 adults’ populations,and in one of them, a better functioning was related with more mental health problems in women (Dubreucq *et al.*, 2023). It would be interesting to investigate upon the factors that may be behind these results. **SUPPLEMENTARY MATERIAL**