

# How Autism and Socio-Economic Position Shape Multidimensional Early Adulthood Outcomes

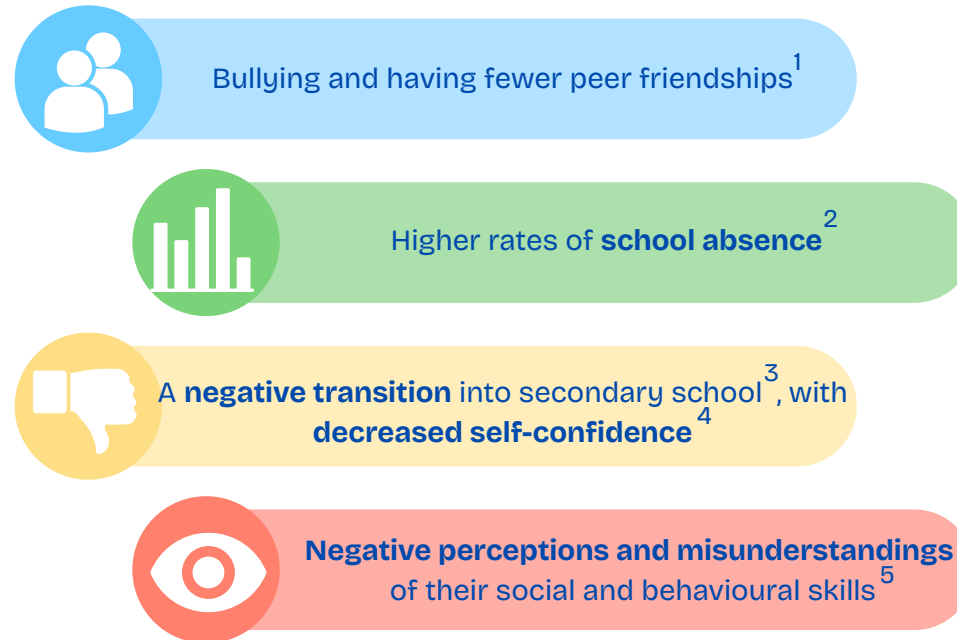
Lizzy Strang



## What We Know

Autistic young people and young people from low socio-economic backgrounds face **inequalities that lead to poorer post-school outcomes**.

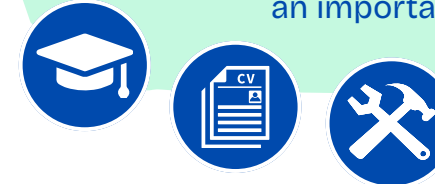
Among many important factors, they are more likely to experience:



## What We Don't Know

Although we know that these factors are **linked to social and behavioural skills** in the wider literature and **negatively influence post-school outcomes** generally, and in particular employment, **we don't yet know:**

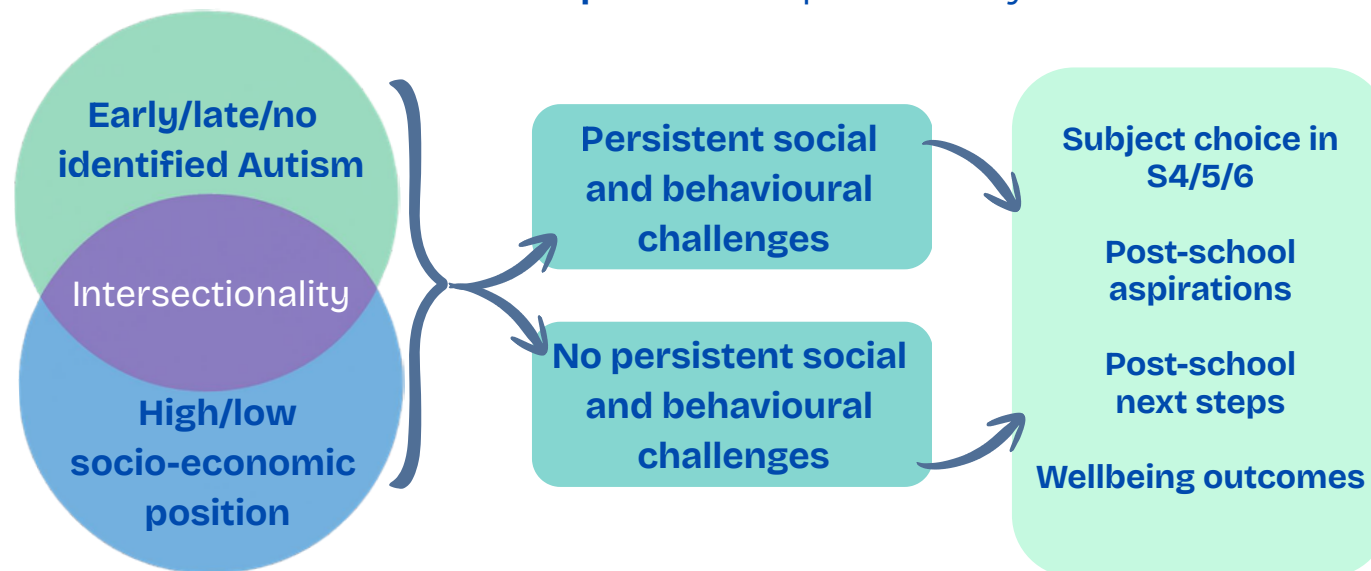
Differences for these groups in **likely specific post-school next steps** (eg employment, college, university, training), how their **subject choices and aspirations** play a part, or whether the **age of Autism identification** and support is an important factor in this



How Autism and low socio-economic position (SEP) may have an **intersectional effect** in association with social and behavioural challenges and later outcomes

## How We Find Out

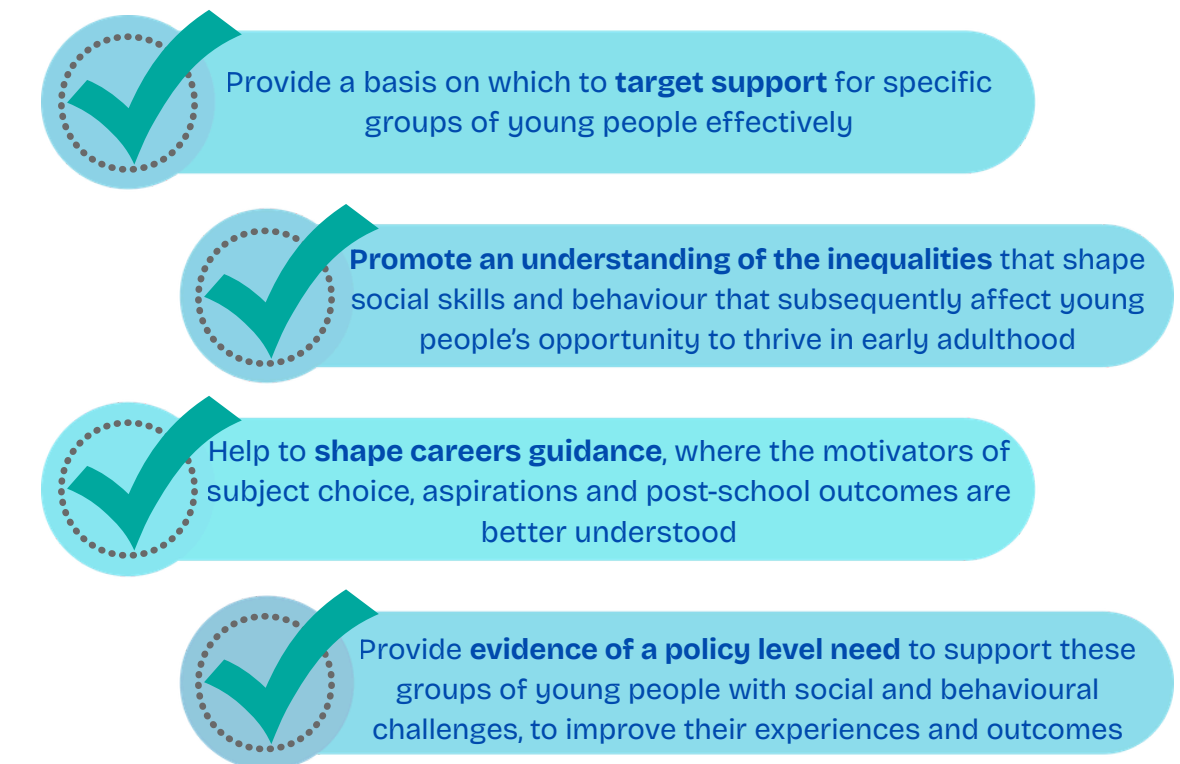
Utilising the **Growing Up in Scotland longitudinal birth cohort dataset**, analysis comprises of two main phases. The first will **explore the associations** between SEP, Autism identification and social and behavioural challenges, and the second will **analyse their impacts** on 4 specific early adulthood transition outcomes.



## What It Could Mean

The results of this study will be **important in addressing inequalities** for young people who experience social and behavioural challenges.

Understanding their association with Autism and SEP and their effects on early adulthood outcomes can:



### References

- 1 Bardou et al., 2025    3 Jindal-Snape et al., 2023    5 Putnam et al., 2025  
2 Ochi et al., 2020    4 Smyth, 2016

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