



BSc in Psychology
Department of Psychology

Employment and Adults with Autism: What is
the Employment Status for Autistic Adults in
Iceland – Challenges and Obstacles

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Foreword

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Abstract

It is estimated that 1-3% of the general population has autism. Autistic people have difficulties in social interaction and communication. Studies have shown that autistic people experience employment issues. The main purpose of this study is to examine the employment status of autistic people in Iceland and examine whether their level of education matches their employment. It was hypothesized that women with autism are more likely to have jobs that match their educational level. The questionnaire was created with the collaboration of The Icelandic Autistic Society (Einhverfusamtökin). There were 86 participants in this study. The results show that the unemployment rate in this study is 30.7%. The unemployment rate in Iceland at the same time was 5.05%. The results showed that those with a higher level of education were likelier to report that their education level was related to their job. There was not a significant gender difference in the level of education and corresponding employment. These results shed light on the position of autistic people in the Icelandic labor market. This study highlights the need for more research on employment issues that autistic individuals in Iceland face.

Keywords: autism, unemployment, communication, education, Icelandic labor market

Útdráttur

Áætlað er að 1-3% almennings sé með einhverfu. Einhverfu fylgir oft erfiðleikar í félagslegum samskiptum og tengslamyndun. Rannsóknir hafa sýnt fram á að aukið atvinnuleysi ríki hjá einhverfum. Meginmarkmið þessarar rannsóknar er að kanna atvinnustöðu einhverfra á Íslandi og að kanna hvort að menntunarstig þeirra samsvari atvinnu. Einnig var lögð fram tilgáta um að konur með einhverfu væru líklegri til þess að hafa vinnu sem samsvari menntunarstigi. Spurningalisti var unninn með aðstoð Einhverfusamtakanna. Alls voru 86 þátttakendur sem tóku þátt í rannsókninni. Niðurstöður rannsóknarinnar sýna að atvinnuleysi þýðisins mældist 30,7%. Atvinnuleysi á Íslandi var 5,05% á sama tíma og rannsóknir var gerð. Niðurstöður þessarar rannsóknar sýndu að þeir sem höfðu meiri menntun voru líklegri til að segja að menntunarstig tengdist starfi þeirra. Ekki var marktækur kynjamunur á menntunarstigi og atvinnu sem samsvarar því. Þessar niðurstöður varpa ljósi á stöðu einhverfra á Íslenskum vinnumarkaði. Þessi rannsókn ýtir undir frekari þörf á rannsóknum á atvinnumálum sem einhverfir einstaklingar á Íslandi standa frammi fyrir.

Efnisorð: einhverfa, atvinnuleysi, samskipti, menntun, íslenskur vinnumarkaður

Employment and Adults with Autism: What is the Employment Status for Autistic Adults in Iceland - Challenges and Obstacles

The autism spectrum is a collection of developmental disorders with life-long impacts that share a triad of impairments in social interaction, communication, imagination, and behavior (specific, recurrent patterns of behavior) (Wing, 1997). Depending on the individual's developmental stage and age, the condition manifests itself in a wide range of ways. Autistic people often struggle with social interaction, communication and repetitive behavior patterns, as well as a limited range of activity and interest (American Psychiatric Association, 2013; World Health Organization, 1993). As well as, they frequently struggle with social expectations, such as keeping eye contact, as well as sensory sensitivity, particularly to noise but also to changes in lighting (Fletcher-Watson & Happé, 2019; Hurlbutt & Chalmers, 2004; Wing, 1997). The following description is a definition of autism from autistic person's perspective:

Autism is a lifelong neurodevelopmental condition that impacts our perception, both internal and external, as well as communication with other people and the world around us. Autism is usually congenital, and presents differently for each individual depending on our age, maturity and capabilities. Because of this diversity, autism is often described as a spectrum. (Kristjánsdóttir et al., 2021, p. 2)

Autism diagnosis has increased significantly in recent years and decades due to increased awareness, and it is now estimated that 1-3% of the general population has autism (Maenner et al., 2023; World Health Organization, 2023). The male-to-female ratio is around 3:1 (Loomes et al., 2017). According to prevalence of autism spectrum disorders in an Icelandic birth cohort, a research conducted in Iceland in 2013, the country's autism rate is 120.1/10,000, or 1.2%, with the diagnosis for boys being 172.4/10,000) and for girls 64.8/10,000 (Saemundsen et al., 2013).

Labor Market

On one hand, “employment is described as the fact of having a paid job“ according to Collins dictionary (“Employment Definition and Meaning,” 2023). On the other hand, according to the OECD (Organisation for Economic Co-operation and Development) unemployment is defined as “The unemployed are people of working age who are without work, are available for work, and have taken specific steps to find work” (OECD, 2023). Official statistics from Hagstofan (Statistics Iceland) show that the unemployment rate in Iceland for February of 2023 was 5.05%. (Hagstofa Íslands, 2023).

Underemployment is when people want to work a full-time job but are denied that against their ability to work, work full-time but don’t receive a fair income, when their job does not afford the opportunity to use their skills, and when jobs are under the educational status of the individual. Underemployment is common amongst autistic adults (Friedland & Price, 2003).

Unemployment and autism

According to the World Health Organization, 80% of autistic adults are unemployed. Not only do autistic people have the worst employment rates, they also have the worst employment rate among other disability categories (Roux et al., 2013).

However, long term employment is infrequent among adults with autism as regular change of jobs among young adults with autism is common. According to the National Autistic Society, only 32% autistic people are in paid employment of some capacity and 16% in full time work (Sanford et al., 2011; The National Autistic Society, 2016). The longest period working in the same job was a little over two years on average and during early twenties, young autistic adults worked on average three jobs. Young autistic adults working part-time jobs made up 79%, while 21% worked full time (Sanford et al., 2011).

Research has been conducted looking at the reason behind frequent change of jobs among adults with autism. Adults with autism are willing and capable workers but are often faced with substantial challenges entering the workforce (Wei et al., 2018) and keeping meaningful employment (Flower et al., 2019). People with autism frequently struggle with the social expectations that surround them (Fletcher-Watson & Happé, 2019). People with autism can experience difficulties in the job market, for example due to communication difficulties.

In research from Hurlbutt and Chalmers (2004), six adults with autism were interviewed regarding their work experiences. The biggest issue for the participants was that they struggled with maintaining a job. All of the individuals who were questioned reported having trouble maintaining a job and obtaining work that was compatible with their skill sets. One participant reported getting along with others is crucial in the work environment, “jobs usually are 80% social (conversation, lunch, breaks, chit-chat) and 20% work”. Other participants claimed that the social demands of the workplace were the difficulties at work rather than the job itself (Hurlbutt & Chalmers, 2004).

McKnight (2018) conducted a study examining how communication difficulties were related to employment in six university-educated individuals with autism. Participants found communication with co-workers difficult and some of them had been bullied at work. Autistic people and non-autistic people have different communication styles and it often causes conflicts in communication. Job interviews seem to be a barrier for autistic adults when they are getting employed. All participants also found job interviews difficult and stressful. During a job interview most of the participants found it difficult to maintain eye contact and to answer questions that tested communication skills (McKnight, 2018). However, there can be several advantages when hiring employers diagnosed with autism.

Advantages of hiring autistic individuals

Scott et al. (2017) asked employers to compare coworkers diagnosed with autism and coworkers not diagnosed with autism on job similarities. The results indicate that hiring an adult with autism has advantages for employers and their businesses without adding extra expenses. Regarding the performance the study showed that in some areas employees with autism performed better than others. Considering their capacity for close attention to details, they were more meticulous and were good at following the rules in the companies. On the other hand the employees with autism got somewhat lower hourly wages than other employees in similar jobs. Which indicates the underemployment adults with autism frequently experience (Scott et al., 2017).

Employers that were a part of a support program for autistic adults gave the autistic participants good marks for a variety of crucial job qualities. Such as being on time, understanding the job, being dependable, following instructions, and starting a task when asked to. The study consisted of nine members of a support program for individuals with autism who were tracked over the course of the program for two years (Hillier et al., 2007).

Other studies support those findings, employees with autism are more likely to arrive at their workplace on time and they have less absences than other employees (Hendricks, 2010; Hillier et al., 2007; Hurlbutt & Chalmers, 2004).

If autistic individuals are provided with jobs that match their ability to work and their educational level, as well as some job support, they will have more successful job experiences (Hurlbutt & Chalmers, 2004). Organizations' understanding of diversity is growing. The workforce is diversifying in terms of gender, underrepresented groups, and racial and ethnic minorities (Diversity in the Workplace, 2021). Many people with disabilities may possess a variety of unique abilities, such as pattern recognition, memory, and

mathematical skill, that can all be useful in a workplace. Therefore, organizations can benefit from having a diverse group of employees.

Having neurodiversity in a workplace has advantages. Neurodiverse individuals could provide fresh viewpoints for the businesses to create or recognize value (Austin & Pisano, 2017). Increased diversity in knowledge, skills, and experience improves problem-solving and decision-making abilities (“Diversity in the Workplace,” 2021).

When it comes to autistic people entering the workforce, internships and support programs have proven to be an effective tool (Burgess & Cimera, 2014; Jacob et al., 2015; Keel et al., 1997; Smith et al., 2021; Wehman, 2014).

Current study

Despite the fact that many autistic people are good workers with a lot to give, autistic individuals are vulnerable to unemployment and experience a high unemployment rate. The aim of this study is to examine the employment status of autistic adults in Iceland. There are no published studies on autism unemployment in Iceland. Icelandic studies have only highlighted employment opportunities and the relationship between autism unemployment and mental health. The study's main purpose is to determine whether unemployment rates among autistic people in Iceland correspond to previous studies. Therefore, the current study aims to answer the following two research questions: “Are there significant unemployment rates among people with autism?” And “Do autistic people's levels of education match the jobs they hold?” In the study the hypothesis is twofold: Women with autism are more likely to have a job that matches their educational level, and that autistic people face a significant unemployment rate. The current research is conducted with the hopes that results will raise awareness to the public of the unemployment issue amongst autistic people and that the results will provide an insight into the challenges and struggles that this group faces in the Icelandic labor market.

Method

Participants

Participants in the study were 86 individuals diagnosed with autism, aging from 20 to 60+ years of age. Majority of participants, or 38.4%, were aged 20-29 years old ($n = 33$). Ages 30-39 accounted for 32.6% of participants ($n = 28$), while 40-49 accounted for 24.4% ($n = 21$). There were only 4.7% of the participants that were between the ages of 50-60+ ($n = 4$).

There were substantially more female participants than of other genders or 69.8% ($n = 60$), there were 22.1% male participants ($n = 19$) and 5.8% participants identified as non-binary ($n = 5$). One participant was of other gender (1.2%) and one participant did not want to identify their gender (1.2%). The participants were all in a private Facebook group that an autism organization has organized as a safe platform for people on the spectrum. Participants received no reinforcement for participation. The inclusion criteria for participants in the current study was to identify as being on the autistic spectrum and to speak Icelandic, since the questionnaire was in Icelandic. Also, participants had to be at least 20 years of age in order to participate, as the aim of the study was to look at autism in relation to the workforce.

Measures

The questionnaire was especially made for this study in a collaboration with The Icelandic Autistic Society (*Einhverfusamtökin*). The questions were 13 in total, 12 of which were multiple choice questions measured on either an ordinal scale or a nominal scale. Participants could only pick one answer option. The 13th and last question of the questionnaire was open-ended.

The background questions included questions about gender, age and autism, followed by nine questions regarding employment and education. Questions included employment status and employment rate, education status, qualifications in more than one profession,

whether participants had multiple jobs, if their job related to their education, if participants were both in school and employed and if they would like to be employed. The last question of the questionnaire was an open-ended question where participants had the opportunity to add comments if they wanted to. Participants were not required to answer all the questions if they chose not to. No personal information was collected through the process and that the study was anonymous. The following two measurements were utilized for this study.

Employment rate was assessed on a two point nominal scale by asking participants whether they were employed, with the answer options “no (1)” and “yes (2)”. Furthermore, participants that were not employed were asked if they would like to be employed, with the answer options “yes (1)”, “no (2)” or “I am employed (3)”.

Education level was assessed on a four point ordinal scale by asking participants “what education have you completed, mark the highest level of education?”. Answer options varied from “primary school (1)”, “junior college/or secondary education (2)”, “bachelor degree (BA/BS) (3)” to “postgraduate education (MA/MS/MBA/PHD) (4)”.

A four point nominal scale was used to assess if participants found their education relevant to their education: “Does the job relate to your education?” with the answer options “yes (1)”, “no (2)”, “somewhat (3)”, and “I don’t know (4)”.

Procedure

The data for the current study was collected in the beginning of March 2023. Participants could access the questionnaire through a private group on the social media site Facebook. Recruitment was done with a Facebook post where the purpose of the study and the terms of confidentiality were explained, and participants were made aware that the data would not be traceable, and that participants could discontinue the survey at any point. The post included a link to the online survey. Before beginning the questionnaire, participants were notified that they would be providing informed consent by submitting the questionnaire.

Each participant received the same instructions and the same set of questions. Participants could complete the questionnaire whenever they liked. The link was posted twice over a three week period. The average time spent completing the questionnaire by participants was one minute.

Research Design & Data Analysis

There were three independent variables in this study: Gender, employment status and to identify on the autism spectrum. The variable gender had four conditions, male, female, non-binary, or other. The employment had two conditions which were employed and unemployed. The autism variable had one condition which was to identify on the autistic spectrum.

The dependent variables of the experiment were regarding employment rate and whether the current job was related to education. The conditions of the employment rate were seven which varied from I am not employed, to different percentages of employment. The conditions of the job relation variable were four, which were yes, no, somewhat and the option other.

The questionnaire was scripted in QuestionPro, and participants were given an online link via social media. Data was processed using IBM SPSS Statistics version 28.0.1.1. Descriptive statistics were used to report frequencies, means, standard deviations, and ranges for all variables. Pearson chi-square tests were used to determine the gender difference as well as the education and employment correlation. A z-test was used to measure significant differences between the gender variable and educational levels of the participants. A thematic analysis was performed to examine three main themes in the responses of the participants' answers. All figures and tables were designed by using Word and Excel.

Results

Descriptive Statistics

The sample consisted of 86 participants aged 20-60+ years. The gender ratio was not equal, with 69.8% female participants ($n = 60$), male participants 22.1% ($n = 19$), non-binary participants 5.8% ($n = 5$), other gender was 1.2% ($n = 1$) and 1.2% did not want to reveal their gender ($n = 1$). As presented in table 1, 60.5% ($n = 52$) were employed while 39.5% ($n = 34$) were not employed. The unemployment rate was calculated by dividing the number of those who were employed by those who wanted to have a job, yielding an unemployment rate of 30.7%. Official statistics from Hagstofa Íslands show that the unemployment rate in Iceland for February of 2023 was 5.05%. Which shows that when this study was carried out, the unemployment rate in Iceland was 5.05% (Hagstofa Íslands, 2023).

A z-test for a single proportion confirmed that the unemployment rate in the sample was significantly higher than the unemployment rate in Iceland in February ($Z = 10.14, p < .001$). Hence the hypothesis was supported.

Table 1

Employment ratio

	<i>N</i>	<i>%</i>
Yes, I would like to be employed	23	26.7
No, I would not like to be employed	11	12.8
I am employed	52	60.5
Total	86	100

Participants were asked if their job was related to their education. Participants with a primary school education accounted for 19.8% ($n = 17$), those with a junior college or

secondary education accounted for 37.2% ($n= 32$), those with a bachelor degree accounted for 18.6% ($n= 16$), and those with a postgraduate education accounted for 24.4% ($n= 21$). Among the participants who had a college degree or higher education 80.4% participants answered that their job was related to their education. Educational level was analyzed in percentages as seen in table 2. There was a significant relationship between educational level and reporting that the job was related to their education ($\chi^2(2) = 8.00, p = .018$), see table 2. Those with a higher level of education were likelier to report that their education level was related to their job.

Table 2

The relationship between whether job is the related to education by educational level

	<i>n</i>	Yes	No
Junior college/ or secondary education	22	63.6%	36.4%
Bachelor degree (BA/BS)	9	88.9%	11.1%
Postgraduate education (MA/MS/MBA/PHD)	15	100.0%	0.0%

To answer the hypothesis regarding that “women with autism are more likely to have a job that matches their educational level”, a chi-square test was performed that observed whether there was a gender difference in the fact that people had a job that related to their educational level. The analysis was made among those who had a college degree or higher education. Significant gender difference was not found ($\chi^2 (1) = 0.15, p = .697$), hence the hypothesis was supported, see table 3.

Table 3

Gender differences in whether job relates to education

	<i>n</i>	Yes	No
Females	37	81.1%	18.9%
Males/Non-binary	8	75.0%	25.0%

People's experience of obstacles to access the labor market

A thematic analysis was used to analyze three main themes of participants' answers regarding obstacles to access to the job market. A total of 28 written responses from the questionnaire were collected and evaluated using a thematic analysis. There were three main themes of participant responses on the obstacles and challenges they experience in the labor market were established. The three main themes were *burnouts*, *discrimination* and *employer's lack of understanding*. The following are examples of the burnout theme: *"Impossible to work full time because I burn out so quickly"*, *"I am in vocational rehabilitation number two"*, *"I am on sick leave and have regularly exhausted myself in my work"*. Examples of the discrimination theme are: *"No one wants to hire me because of my autism"*, *"I have experienced that it is difficult to get a job in my position"*, *"I'm in 100% work now, but only because I used to be in 50% work where the management knew about the autism diagnosis, but had to quit because of discrimination and bullying"*. Examples of answers from participants regarding Employer's lack of understanding are: *"started a new job and did not dare to tell about the diagnosis or seem anything "different" and therefore took a 100% employment rate"*, *"It is difficult to have to work with support, and it sometimes frustrates the employer to have to have two in the workplace instead of one"*. Other responses addressed self-employment, being housewives, how work affects well-being and social life,

as well as unemployment due to disability. The following are examples of other responses: “ *I run my own business*”, “*I don't want to work since I'm a housewife, which is more than 100% work and, in my opinion, the most important job in the world...*”, “*...I work full-time, yet I'm getting increasingly socially isolated and haven't been able to pursue any hobbies...*”, “*..I'm at a loss as to how to earn a living without completely jeopardizing my mental health...*”.

The results of the thematic analysis provide valuable insight into the challenges faced by autistic individuals in Iceland within the employment industry.

Discussion

The aim of this current study was to examine the employment status of autistic adults in Iceland as well as examine their level of education and whether it corresponded to their employment. Furthermore, the relationship between level of education and employment was examined in relation to differences between genders. The current study's main results are that the unemployment rate of participants is 30.7%, compared to official statistics from Hagstofa Íslands the unemployment rate in Iceland in February 2023 was 5.05% (Hagstofa Íslands, 2023). The employment rate in the sample of this study was six times higher compared to the Icelandic general public. This is consistent with the findings of Roux et al. (2013), who found that autistic people have a high rate of unemployment. According to other research, there are many autistic people are valuable in the workplace as autistic people have many good attributes that can be seen as advantages for employers and their businesses (Scott et al., 2017). Autistic people often have the ability to pay special attention to details, they are more thorough, and they are good at following company regulations and guidelines (Scott et al., 2017).

This current study also examined the relationship between educational level and

participants reporting that their job was related to their education. That was supported, those with a higher level of education were more likely to report that their education level was related to their job. Previous research has found that underemployment is common among autistic individuals, particularly when jobs are below the individual's educational level (Friedland & Price, 2003). However, this was not supported by findings of this current study as 80.4% of the participants that had a higher education level than a college degree stated that their job was related to their education.

It was hypothesized that women with autism would be more likely to have a job that matched their educational level, that was not supported in this study. Significant differences between genders was not found. One reason for this finding might be that far more women participated in the study.

The themes that were evaluated using a thematic analysis of the open-ended question gave an valuable view into the employment situation of autistic individuals. Participants reported discrimination, a lack of understanding from their employers, and felt or were on the verge of a burnout. Participants' written responses showed that a common problem was regarding the employer and the work environment, since several participants cited a lack of understanding on the side of the employer. Some participants stated they were self-employed but did not state the reasoning behind why they chose to be self employed.

It's also important to note that individuals with autism can require support and training when it comes to finding employment. Supported employment programs can be effective in transitioning young people into employment. Results from a study by García-Villamizar & Hughes (2007) showed that vocational rehabilitation programs can improve cognitive performance and life satisfaction among people with autism. This is further

supported by Jacob et al. (2015), their study indicates that vocational rehabilitation service training is an effective way for autistic people to enter the labor market. The study showed that people with autism that got vocational rehabilitation service training had higher chances of being employed (Jacob et al., 2015).

Those findings are consistent with other research, the social expectations that surround people with autism are something that they commonly struggle with (Fletcher-Watson & Happé, 2019). People with autism may have challenges in the employment market, for instance because of communication issues. This is further supported by other studies. Where participants reported having difficulty maintaining a job and acquiring work that was compatible with their skill sets. Participants also reported that getting along with others is crucial in the work environment and that the social demands of the workplace were the difficulties at work rather than the job itself. Communication with co-workers were difficult and some participants had been bullied at work (Hurlbutt & Chalmers, 2004; McKnight, 2018).

There were certain limitations to this study, such as unequal gender ratio with 69.8% participants being female. As a result, there was no significant gender difference found regarding whether the individuals held a job that matched their educational level. The prediction of the population of autistic individuals was a further limitation in this study. The latest reports regarding the autism population in Iceland were published in 2013 (Saemundsen et al., 2013). According to studies, there has been a significant increase in the number of children diagnosed with autism since the first diagnosis in Iceland. The number of people diagnosed with autism later in life has also increased (Atherton et al., 2021). The percentage of autistic individuals in Iceland is therefore likely to be higher than 1.2%. Therefore, predicting the percentage of autistic people in Icelandic society in 2023 is challenging. As a result, it is unknown what percentage of that group participated in the survey.

There were a few challenges with the questionnaire itself, which further limited the research. On the questionnaire form, the option to select "on disability benefits" or "on sick leave" was missing. This impacted the data processing since some participants mentioned that they were on disability benefits or on sick leave in the final question where participants could submit a comment. Other labor market issues, such as job searching, employment duration, and job loss experiences, that affect people with autism aren't sufficiently explored in this study. As a result, future studies should incorporate these alternatives in their surveys.

Despite these limitations, the study had several advantages. For example, this is the first research that examines the unemployment status of autistic people in Iceland. There are no published studies on autism unemployment in Iceland. As far as we are aware, Icelandic studies have only highlighted employment opportunities for people with autism and the future vision of the city of Akureyri regarding their issues (Jónasdóttir, 2017) and the relationship between autism unemployment and anxiety, depression and self-harm (Martinsdóttir & Unnarsdóttir, 2019).

This study hopefully increases understanding of the difficulties that autistic people face in the job market. According to this study's results, participants experienced burnout and discrimination in the Icelandic workplace. As well as other issues regarding the social aspects that go along with being autistic in a work environment. This study gives insight into the status of autistic adults in the labor market and the unemployment issue in the Icelandic autism community.

Conclusion and Directions for Future Research

Autism is a lifelong condition that presents differently for each individual, it is a collection of developmental disorders. Because of the spectrum's diversity. Many autistic people can require assistance at some point in their lives. (Kristjánsdóttir et al., 2021; Wing, 1997). Unemployment is a struggle for autistic people. Not only do autistic people have the

worst employment rates, they also have the worst employment rate among other disability categories (Roux et al., 2013). Underemployment is also very common for people with autism and other disabilities, a problem that needs to be further researched, as most people with autism are capable workers and an undervalued resource. They are often highly educated and overqualified for the jobs that they are employed for. Therefore, it is important to further research this issue, map out the problem in depth and investigate if underemployment is an issue, as this current study did not focus on that issue. Furthermore, it is important to work towards finding solutions to the unemployment struggles autistic individuals face.

Some participants of the current study expressed symptoms of burnout in relation to their work. Therefore, it is important to find strategies and further research what causes those symptoms. Focus on finding strategies that autistic individuals can use to feel more comfortable in a work environment as there is a lack of research that focuses on how autistic individuals thrive in a workplace environment. Future study should also focus on company owners and employers, examining why they are not hiring autistic individuals, the extent to which they understand what autism is, and whether they are aware of all the benefits that come with hiring an autistic employer. Workplaces need to be educated on the issue and realize the importance of diversity and how to work with autistic individuals. Strengths of an autistic individual can be very useful for the workplace as autistic individuals have many positive traits that can be seen as advantages for employers and their businesses (Scott et al., 2017).

There is a lack of research that focuses on how autistic individuals thrive in a workplace environment in general. People with autism can be good workers, and well educated and overqualified for the jobs that they are employed for. There are several traits that autistic people have that are viewed as strengths (Mottron et al., 2013). Strengths such as good focus, creativity, good visual skills, thoroughness and good memory skills have all been

linked to autism strengths (Happé & Frith, 2009). Autism has many positive traits, such as the ability to memorize and remember information quickly, to be detail-oriented as well as being honest. People with autism usually have great passions for the things that interest them (Autism, 2018).

This study highlights the need for more research on employment issues that autistic individuals in Iceland face. It is also necessary to include the autistic society in all future research, it's important to let their voices be heard and listen to their needs. Most importantly, all new research has to be useful for autistic people, and their families.

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