

Environment and participation of adolescents with autism spectrum disorder

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Propositions

accompanying this dissertation

Environment and participation of adolescents with autism spectrum disorder – a multi-perspective study.

by Beate Krieger

1. Supportive environments are centred on security and connection and play an active role in encouraging the participation of adolescents with autism spectrum disorder (ASD) regardless of the severity of autistic traits and age (this thesis).
2. Parents and families represent the most relevant environment for encouraging the participation of adolescents with ASD (this thesis).
3. The ASD adolescent's experience of being a peer and friend is a priority for adolescents with ASD and their parents (this thesis).
4. The combined measurement of participation and environment is compulsory but is still challenging with existing tools (this thesis).
5. Therapists, service providers, and school staff need to learn how to change the environment to support the participation of adolescents with ASD.
6. Establishing resources and competencies to support families with children or adolescents with ASD is generally needed.
7. The non-participation of children and adolescents with ASD should concern service providers and society in Switzerland.
8. Given participation is essential in life, stories of successful participation are desperately needed to change negative stereotypes about ASD.
9. With an inventive and willing social environment, much is possible.
10. "It is the time you have wasted for your rose that makes your rose so important." (Antoine de Saint-Exupéry from *The Little Prince*)