

Diagnostic Category: Autism Spectrum Disorder Discipline: Multidisciplinary team

Reference	N	Intervention (n) vs. Comparison (n) Frequency & duration	Telerehabilitation program's: I. Focus II. Nature III. Target IV. Receiving client	Platform & clinician's involvement	Outcomes
Hatfield et al., 2017 Australia Case series	N= 6 Adolescents on the autism spectrum Age range: in grade 10 or 11 at school 4M:2F	BOOST-A (n=6) UTD	I. Transition planning (from school) II. The BOOST-A consists of four online modules and is delivered via a web-based platform. It begins with an Introduction that provides adolescents with an understanding of the purpose of transition planning and the justification for starting transition planning early. The first module , <i>About Me</i> , is comprised of six activities that guide the adolescent to explore their strengths and autism-related characteristics to enhance career awareness. The second module, <i>My Team</i> , guides the adolescent and their parents to bring together appropriate people to support them in transition planning. In	Web + video conference calls Therapists, parents, and youth met to complete the modules together.	Child-related outcomes Parent-related outcomes (+) significant between-group differences for RCTs or within group improvements for non-RCTs (-) no significant between-group differences for RCTs or within group improvements for non-RCTs At post-treatment (4 online modules): <ul style="list-style-type: none"> The About Me module was rated as being helpful, realistic, meaningful, relevant and easy to understand (100%) Participants reported that the Interests activity had too many questions and was too long. The My Team module was rated as helpful, realistic, and relevant by all participants (100%), and most agreed that it was meaningful (66.7%). However, participants were divided on whether it was easy to

			<p>this module, adolescents are supported to become an active member of the team to promote increased self-determination. The adolescent is provided with strategies to support their involvement in meetings.</p> <p>The team all meet to complete the third module, <i>First Meeting</i>. They review recommendations for job ideas that are based on the adolescent's strengths, and develop goals, including action steps and timeframes.</p> <p>The final module, <i>My Progress</i>, is completed by the team at all subsequent team meetings to review the transition plan. The adolescent is encouraged to gradually increase their involvement with each subsequent meeting, with the long-term aim of the adolescent leading the meetings.</p> <p>III. Youth</p> <p>IV. Youth + Parent</p>		<p>understand (50% agreed; 50% disagreed)</p> <ul style="list-style-type: none"> • All participants agreed that the First Meeting module was helpful, realistic, relevant, meaningful, and easy to understand (100%) • Participants rated the My Progress module as helpful, realistic, relevant, meaningful and easy to understand (100%). • Participants reported that having an overall transition planning process was helpful.
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