

R2: Identified Needs for Transitional Services and Supports						
Theme	Interviews	Focus Groups	Literature Sources	Total	Definition/Value	Quotations
Independent living skills; Activities of daily living (ADL, IADL)	13	20	10	43	<ul style="list-style-type: none"> Travel training Navigating the community Cooking Money management Resilience: coping skills, self care, self-regulation 	"The present study sheds some light on how CBPR can be implemented to promote the employability of people on the autism spectrum through building resilience..." (Lit)
Self-determination & Person-Centered Planning	12	21	6	39	<ul style="list-style-type: none"> Decision-making skills, Individualized employment planning, and Circles of support led by the individual Self-advocacy, empowerment, disclosure, requesting accommodations Self-awareness, knowing your intersectional self, self-efficacy 	"Knowing your strengths and weaknesses" (Youth FG), "Their future, dreams and aspirations" (Researcher FG)
Post-secondary training and experiences (college, work)	15	15	4	34	<ul style="list-style-type: none"> Work readiness skills classes, soft skills, Discovery, finding jobs, job placement, job coaching, internships, volunteering individual/group shadowing Academic engagement, supports, achievement expectations Peer support as employment 	"[The post-secondary program] helped me...be a successful college student on my own and how to communicate with professors, how to do assignments..." (Youth interview)
Service knowledge, navigation and/or coordination	10	22	1	33	<ul style="list-style-type: none"> Understanding eligibility (benefits counseling) Accessing available services Litigation for entitled services 	"Knowing all possible/available services," "consolidated information" (Caregivers FG)
Communication and interpersonal skills, relationships, and community engagement	7	6	5	18	<ul style="list-style-type: none"> Facilitated groups Increased awareness of social needs of others 	
Natural supports	5	1	0	6	network connections for securing employment	
Safety/dignity of risk	5	1	0	6	<ul style="list-style-type: none"> Maintaining youth safety Ensuring law abiding behavior 	
Therapeutic services	3	0	0	3	<ul style="list-style-type: none"> PT OT Speech, Communication 	
Inclusive research opportunities	0	0	1	1	CBPR	
	*each individual is counted only once per category even if they brought up an issue several times		*tally given for each theme not 1/lit therefore 1 lit may result in 2 tallies			

R3: Research & Service Priorities related to Peer Support in Transitional Supports and Services						
Theme	Interviews	Focus Groups	Literature Sources	Total	Definition/Value	Quotations
Significance of mutual support of peers with IDD, Modeling and Mentorship	5	32	5	42	<ul style="list-style-type: none"> · Addresses high turnover rate (affects trust), waiting list · Ensures accessibility and buy-in 	<ul style="list-style-type: none"> · "Peers with IDD are more relatable" (Youth FG) · "I would say that it doesn't even constitute, as appear soon as peer support if it's done by someone who is neurotypical or, or otherwise doesn't identify with the Autistic community." (Peer supporter Int) · "It is hypothesized that learning from a peer with similar experiences (i.e. another young adult with IDD-MH) can facilitate outcomes that may not occur when young adults are only provided professional support" (Lit)
Self-determination & Person Centered Planning	8	13	10	31	<ul style="list-style-type: none"> · Person-centered planning, training for providers · Peer support should be part of a whole circle of support · Self-determination, self-advocacy, disclosure · Strengths based 	"Mentees with I/DD may benefit from peer mentors with I/DD who have experience setting & achieving goals, who know how to problem-solve barriers to inclusion & participation & who internalize a positive disability identity" (Lit)
Post-secondary training and experiences (college, work)	6	17	4	27	<ul style="list-style-type: none"> · Work skills, job placement, outside school setting · Academic support, college experiences 	"Long-term impact of peer supports on outcomes of youth with IDD," "the impact of being a peer support" (Researcher FG)
Evaluation of efficacy/impact on supporters/supportees	2	17	6	25	<ul style="list-style-type: none"> · Evaluate current models: mentoring programs, interactional approaches/relationship building protocols, self-management interventions, CBPR; · Evaluate priorities important to youth 	
Communication and interpersonal skills, relationships, and community engagement	3	14	5	22	<ul style="list-style-type: none"> · Communication and social skills · Interpersonal relationship building skills 	· "Potential difficulty of managing dual roles (teacher, friend)" (Lit)
Service knowledge, navigation and/or coordination	3	13	0	16	<ul style="list-style-type: none"> · Accessing information (beyond generic info) · How to get peer support, esp during COVID? · Support groups with parents eventually dissolve 	· "He'd have more friends and peers now that he could interact with probably had every opportunity to get what hopefully will come out of this sooner" (Interview)
Independent living skills; Activities of daily living (ADL, IADL)	5	8	2	15	<ul style="list-style-type: none"> · Coping skills · Travel training 	

R3: Research & Service Priorities related to Peer Support in Transitional Supports and Services cont'd.						
Theme	Interviews	Focus Groups	Literature Sources	Total	Definition/Value	Quotations
Inclusive research opportunities	4	4	1	9	Accessibility/readability/plain language - Can increase communication skills, relationships and community engagement	
Intersectionality and cultural competence	1	6	0	7	· Cultural competency · Dual diagnoses	
Safety/dignity of risk	4	0	0	4	· Addressing parental concerns · Targeting of disabled people	
Getting the right peers matched	2	1	0	3	·	
Barriers to transition	0	3	0	3	· Understaffing	
Technology	0	2	0	2	·	
Stepping stones: The first job may not be your favorite	3 out of 4 peer supporter interviews					
	*each individual is counted only once per category even if they brought up an issue several times		*tally given for each theme not 1/lit therefore 1 lit may result in 2+ tallies			