



## Autism beyond School-Age: Characterization, Intervention, and Community Support

Guest Editors:

**Dr. B. Blair Braden**

College of Health Solutions,  
Arizona State University, Phoenix,  
AZ 85004, USA

**Dr. Leslie C. Baxter**

Mayo Clinic Scottsdale, Phoenix,  
AZ 85013, USA

**Dr. Nicole L. Matthews**

Southwest Autism Research &  
Resource Center (SARRC),  
Phoenix, AZ 85006, USA

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submissions:

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### Message from the Guest Editors

Dear Colleagues,

The vast majority of autism spectrum disorder (ASD) research has focused on young and school-aged children, yet ASD is firmly understood as a lifelong condition. More than 50,000 American teens with ASD become adults every year. A paucity of research beyond school-age leaves much uncertainty in the way ASD core symptoms, co-occurring conditions, and potential behavioral and biological vulnerabilities manifest in transition-age, young adult, and older adults. Furthermore, the body of literature on effective interventions and community support for autistic individuals beyond school age is nascent. In this Special Issue, we welcome submissions that aim to: (1) characterize ASD on behavioral and/or biological levels, (2) investigate feasibility, acceptability, or efficacy of interventions, or (3) identify effective community support models for transition-age, young adults, or older adults with ASD.

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Dr. Nicole L. Matthews

*Guest Editors*

