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Studies with Students on the Spectrum in Higher Education: A Systematic Literature Review using PRISMA

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Abstract. Systematic reviews have been periodically conducted to examine the experiences of students with autism spectrum disorder (ASD) at university. However, these have not focused on general trends in methodology for ASD research. The present review aims to identify trends related to research methodology, such as sampling procedures, demographics, data collection instruments, and research topics. For this purpose, Scopus-indexed research articles were identified following inclusion and exclusion criteria. The final sample included 39 empirical studies in which autistic students in higher education participated. The results of the systematic literature review underscore important issues related to research method trends: the use of open invitations to recruit participants, the use of interviews for data collection, and a slight predominance of qualitative studies. ASD research has largely overlooked differences related to majors, academic years, and gender, which is a methodological limitation in these studies. Most of the studies have been conducted in the United Kingdom and the United States, neglecting the experiences of autistic students in Latin America, Africa and Asia. The main current concerns in ASD research are the students' experience and profiles, the factors of academic success, and mental health. It is suggested that future systematic reviews consider increasing the databases used to account for all the currently available ASD research.

Keywords: autism; higher education; methods; PRISMA; Systemic review

1. Introduction

Autism spectrum disorder (ASD) is defined as a neurodevelopmental condition that is diagnosed based on social communication and behavioural challenges (American Psychiatric Association, 2013). This condition usually manifests within the first three years of a person's life and remains present for the entire lifespan

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(Geurts et al., 2021). This spectrum may present challenges, such as repetitive behaviours, lack of flexibility, sensory abnormalities and comorbidity, which often includes mental health problems (Knott & Taylor, 2014; Van Hees et al., 2015). Nonetheless, researchers have also identified strengths that may be conducive to academic study (Fabri et al., 2020), such as attention to detail, capacity for logical thinking, good memory and an unconventional approach to problem solving (Grant & Davis, 2009; Russell et al., 2019). Moreover, due to the strong interests ASD students have, it is not strange that they feel a strong desire to pursue higher education (Hamilton et al., 2016), which aligns with international agreements favouring inclusion (United Nations, 2015; United Nations Educational, Scientific and Cultural Organization, 2015). Owing to these policies supporting inclusion, ASD students' enrollment in higher education institutions has significantly increased over the last five years in most parts of the world (Bakker et al., 2019; Johnson et al., 2024).

Students with ASD face several obstacles in higher education. Empirical research has shown that activities that are deeply ingrained in academic life may be especially demanding for students with autism. Examples of these are engaging in group work, adjusting to sudden timetable changes, dealing with noisy spaces, understanding implicit norms and establishing social networks (Adreon & Durocher, 2007; Cox et al., 2021; Fabri & Andrews, 2016). In line with these findings, research has shown that ASD students' experiences tend to be negative in both social and academic domains (Cage & Howes, 2020; Cox et al., 2021; Noble et al., 2024). These challenges have a negative impact, leading to more frequent thoughts about dropping out, experiencing higher rates of burnout, facing potential limits in college success, having lower graduation rates and needing support programmes (Bakker et al., 2023; Cage & Howes, 2020; Cage & McManemy, 2022; Gurbuz et al., 2019; Rowe, 2022; Viezel et al., 2022).

Although there have been previous systematic reviews attempting to find patterns in ASD research (see Anderson et al., 2017; Davies et al., 2021; Gelbar et al., 2014; Syriopoulou-Delli et al., 2024), they have concentrated on the perceptions of students with ASD and the support they are provided with while disregarding methodological concerns beyond the study design. Nonetheless, systematic literature reviews focused on methods are crucial for advancing research as they help identify best practices and areas for improvement (Carcamo, 2024; Gentles et al., 2016). The present systematic review seeks to contribute to this neglected aspect: current trends and topics regarding ASD research. This systematic review focuses on methodological aspects, such as data collection methods and sampling procedures, and the main topics currently explored in ASD research.

The research questions that guided the study were:

a) What methodological procedures are followed by researchers when conducting studies with ASD higher education students?
b) What topics have been studied in recent ASD research?

2. Literature Review

As autistic students' enrollment rates in higher education continue increasing, autism research has experienced significant growth and increasing interest (Kim et al., 2021). Systematic literature reviews have been conducted to identify the state-of-the-art trends. The first literature review on ASD and higher education was conducted by Gelbar et al. (2014). Their study justifies the need for a systematic review due to the limited knowledge available about the intersection of ASD and postsecondary education. The researchers focused on studies that explored firsthand experiences of ASD students attending higher education. After examining 20 articles that met their inclusion criteria, the researchers concluded that research concerning the experiences of college students with ASD was scarce. Moreover, they identified a predominance of case studies with few participants. In fact, the total number of participants in the 20 studies only reached 69. All but one of the studies took place in the United States (US) or the United Kingdom (UK).

Anderson et al. (2017) conducted a systematic literature review with 23 studies reported in 29 research articles, whose participants taken together totalled 378. These articles focused on the barriers, challenges and benefits autistic students experienced and their satisfaction with the support they received. Eligibility criteria for the articles were similar to Gelbar et al.'s (2014): (a) the study aimed to examine the experiences of students and/or supports provided, (b) the study included data collection and analysis procedures, (c) the participants had an ASD diagnosis, and (d) the study included firsthand accounts of ASD students. Among the results, the systematic review showed that learners on the autism spectrum experienced a diverse range of difficulties related to socio-emotional and sensory challenges as well as struggles with disclosing their diagnosis. The study also highlighted that ASD students were eager to receive individualised non-academic support. Similar to Gelbar et al.'s (2014) results, most studies were in the US (43.47%) and the UK (30.44%). Only five other nations conducted studies of this kind. The average sample size continued to be small, reaching 16 participants.

Kuder and Accardo (2018) concentrated on programmes designed to support ASD students in higher education. The eligibility criteria were: (a) studies investigated the interventions' success, (b) participants were in either two- or four-year degree programmes, and (c) articles were published between 2012 and 2017. The final number of articles was eight, which collectively included 147 participants. The researchers found that the literature provided mixed results based on limited data. The analysis indicated that several of the studies were conducted as single-subject designs. The authors concluded that the analysed studies suggest that support services specialising in non-academic support are likely to have positive results with ASD college students. They suggested that researchers conduct comprehensive research on how to support students throughout higher education.

Building on the interest in ASD students' experiences in higher education, Anderson et al. (2019) sought to analyse the studies that reported interventions. The researchers compiled 24 research articles that met their inclusion criteria.

They analysed these studies, considering the participants' demographic features, study design and variables. The total number of participants was 291. In their findings, the authors indicated that the study designs are of poor quality, noting that only one of the studies was experimental and that the majority were pre-experimental, thus, they could not be used to establish causation. The researchers also identified a trend towards favouring individualised needs and investigating non-academic supports rather than traditional academic supports. Although this may be positive, the authors warned about undervaluing the academic dimension. Similar to earlier systematic reviews, most studies were conducted in the US.

Davis et al. (2021) conducted a systematic review of 24 studies, which included 587 participants. In their findings, Davis et al. (2021) reported that, consistent with earlier findings, ASD students tend to experience feelings of loneliness and anxiety while struggling with social difficulties. Moreover, though infrequently reported, ASD students in higher education value academic support, such as mentoring programmes, alternative exam arrangements, and modifications to coursework. Also, the study identified increasing available non-academic supports, such as social skills training and counseling. However, the authors noted that if students have not disclosed their ASD diagnosis, they cannot use these supports. Most reported studies were conducted in the US (11.46%).

In a recent review, Syriopolou-Delli et al. (2024) aimed to examine research programmes and services designed to support ASD students in higher education. The inclusion criteria were: (a) the participants of the study were individuals with ASD attending college or university, (b) the study focused on training, support or intervention, (c) the study considered students with ASD's opinions, and (d) the study was published between 2013 and 2023. Eleven articles were identified, which included a total of 117 participants. The analysis included demographic characteristics in the samples and methodological aspects such as the type of intervention, the dependent variable, the measurement and the outcomes. The results suggested that the interventions were highly successful, but the varied methodologies limited comparability.

Table 1 shows previous systematic reviews published, along with the number of studies included in their revisions.

Table 1: Previous systematic reviews

Systematic review	Number of studies	Total participants
Gelbar et al. (2014)	20	69
Anderson et al. (2017)	23	378
Kuder & Accardo (2018)	8	147
Anderson et al. (2019)	24	291
Davis et al. (2021)	24	587
Syriopoulou-Delli et al. (2024)	11	117

Collectively, these systematic reviews have traced the advances of ASD research. Three concerns can be identified in the examination of these earlier reviews. First,

there is a lack of attention to methodological trends that are essential for conducting high-quality ASD research, except for Syriopolou-Delli et al.'s (2024) review. Second, there are concerns about whether the results apply to situations in the Global South (McPeake et al., 2023; Sato & Carcamo, 2024). Third, there is a missing comprehensive review of the topics explored in ASD research to shed light on general trends.

3. Methodology

3.1 Design

For the systematic review, the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were considered (Moher et al., 2009), as displayed in Figure 1. Though originally developed for health studies, PRISMA is now recognised as a standard protocol in other areas, such as education (Abelha et al., 2020; Morris et al., 2023). PRISMA guidelines suggest making decisions explicit, such as the databases used for the search, the criteria articles met to be eligible, the number of studies selected in each step and the procedures for data analysis. Following PRISMA guidelines ensures credibility and replicability (Shamseer et al., 2015).

The following are the inclusion criteria for the present review:

1) Studies were empirical.
2) Studies were published in Scopus-indexed journals.
3) Studies were published between 2019 and 2024.
4) Studies were written in English.
5) Studies included students with ASD in higher education.

Exclusion criteria were as follows: (a) the articles did not report details about research methods, (b) they were not published in English, and (c) they were theoretical.

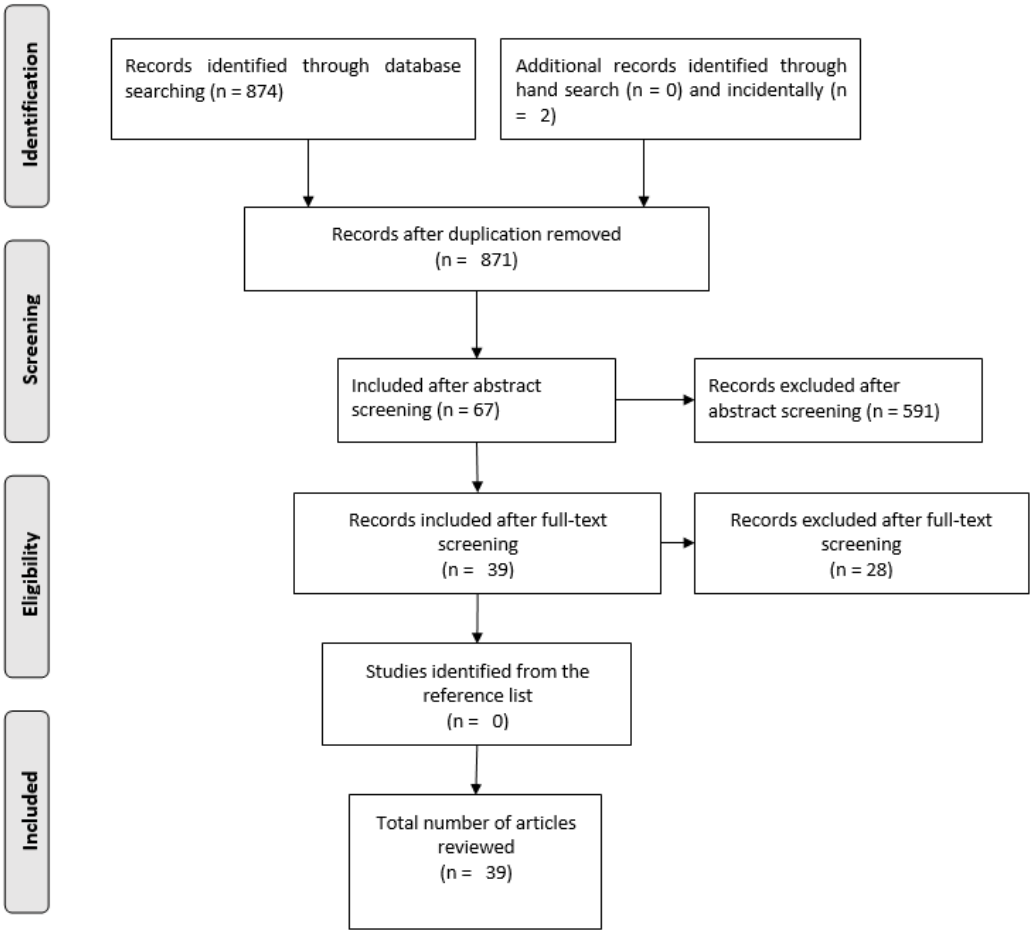

Figure 1: PRISMA inclusion flow diagram

3.2 Search Methods

An initial search was conducted in the SCOPUS database. Scopus was chosen due to its extensive global coverage of high-quality journals, especially in fields like health and education (Crosthwaite et al., 2022; Zhu & Liu, 2020). The terms *autism* and *higher education* were used in the search fields 'article title, abstract, keywords.' This search yielded 874 documents. Then, the database was downloaded, and after removing duplicates, the inclusion criteria were applied. Applying criteria 1 to 4 resulted in 67 articles. The screening guided by the fifth criterion was initially done with titles and abstracts; however, reading the methods sections was necessary to confirm that ASD students at the university were the ones who participated. This revision resulted in 39 articles, with a total of 3,533 ASD higher education students. The final distribution based on year of publication was as follows: 2019 (12.8%), 2020 (10.3%), 2021 (15.4%), 2022 (15.4%), 2023 (28.2%), and 2024 (17.9%). Appendix A includes the complete list of articles included.

3.3 Criteria for Analysis

Nine indicators were used to identify trends in ASD research.

1. Country: This category was developed following a bottom-up approach.
2. Cohorts: Cohort(s) considered to select participants. Provisory top-down categories were used and later refined.
3. Field of study: This was a dichotomous category to identify whether the study had a particular focus on a major or study programme.
4. Comorbidity: A dichotomous top-down approach was taken to identify whether the study considered comorbidity or not.
5. Compared to other populations: A top-down approach was taken to identify whether ASD students were compared to other populations.
6. Research approach: Three options were pre-established: Mixed, quantitative, and qualitative.
7. Sampling: Two indicators were included. First, how the participants were selected and, second, the number of participants.
8. Instruments: Data collection instruments were identified.
9. Topic: This category was developed bottom-up.

4. Results

The first analysis was to determine the countries where ASD research is being conducted. Table 2 shows the distribution.

Table 2: Country distribution

Country	Frequency	Per cent
USA	13	33.3
The UK	12	30.8
Netherlands	5	12.8
Australia	2	5.1
Israel	2	5.1
Brazil	1	2.6
China	1	2.6
France	1	2.6
Spain	1	2.6
Mixed	1	2.6
Total	39	100

As shown in Table 2, over 60% of the studies were conducted in the USA and the UK. The Netherlands occupies the third place with five studies, representing 12.8% of the sample. Interestingly, only one study came from Latin America (Brazil), two from Asia (China and Israel), and none from Africa, revealing an underrepresentation of the ASD experience around the world. Regarding cohorts, no studies focused only on intermediate stages of undergraduate studies, such as the second or third year. Instead, studies focused on the first year, last year (usually combined with recent graduates), combined cohorts, and dropouts. Table 3 displays the results.

Table 3: Cohorts distribution

Studies in university	Frequency	Per cent
First year	9	23.1
Last year and graduated	4	10.3
Combined	25	64.1
Dropouts	1	2.6
Total	39	100

The findings revealed that most studies (64.1%) are conducted with a combined sample of ASD students. This might be attributed to the difficulties in contacting ASD students for the studies and the notion that the ASD students' experience does not change much throughout their studies.

Criteria three, four, and five were dichotomous and sought to identify whether there was research that addressed three key aspects: field of study, comorbidity and population differences. Consistent with the results related to cohorts, there is a trend towards grouping ASD individuals. The examination showed that the field of study is not considered a variable of importance (other than to account for demographics), thus resulting in 100% of the studies not making distinctions in this aspect. Likewise, comorbidity is addressed in only 10.3% of the studies, suggesting that this factor remains largely unexplored. Studies comparing ASD students to others reached 25.6%. These studies compared ASD students to neurotypical students or students with other disabilities. The seventh criterion was the research approach taken to study ASD students at university. Table 4 shows the findings.

Table 4: Research approach

Research approach	Frequency	Per cent
Mixed	9	23.1
Quantitative	14	35.9
Qualitative	16	41
Total	39	100

The results show a relatively balanced distribution across the three research approaches. Researchers preferred qualitative studies, while mixed studies were the least employed. A concern for researchers was ensuring participant recruitment for the study. Considering this, approaches to obtaining samples were identified, which are shown in Table 5.

Table 5: Sampling approach

Sampling approach	Frequency	Per cent
University/government database	11	28.2
Convenience	12	30.8
Open invitation	16	41
Total	39	100

One of the approaches identified was using a university/government database (28.2%). In this approach, researchers already had a database at their disposal, so

they did not directly contact students. The second approach was convenience sampling (30.8%), which usually involved the researcher approaching a class. The third approach was by open invitation (41%), which involved various methods, both online and/or on campus, such as using on-campus posters and social media posts. Another dimension considered was the appropriate number of participants for the study. Means of central tendency (mean and median) were calculated based on the research approach.

Table 6: Means of Central Tendency for Sample Size

	Mean	**Median**
Mixed	43.3	33
Quantitative	199.8	87.5
Qualitative	21.5	17

As expected, the means and medians varied depending on the research approach employed. Whereas quantitative studies reached a mean of approximately 200 participants, in the case of mixed and qualitative studies, the mean went down to 43 and 22, respectively. Although there are procedures to estimate sample size, especially for quantitative studies (e.g. based on statistical power), these numbers can serve as a reference for researchers. The following criterion was the data collection instruments. Table 7 lists the identified instruments.

Table 7: Instruments

Instrument	**Frequency**	**Per cent**
Interview	13	33.3
Survey	17	43.6
Interview and survey	4	10.3
Interview and focus group	2	5.1
Observational	1	2.6
Meeting notes	1	2.6
Interview and behavioural register	1	2.6
Total	39	100

The two most frequent data collection instruments were the exclusive use of interviews (33.3%) and surveys (43.6%). These were also used together (10.3%) and with other techniques, such as focus groups. Rarely used instruments were notes from meetings and observation. Regarding the topics addressed by the research, nine topics were identified under which all studies could be classified. Table 8 displays them.

Table 8: Topic

Topic	Frequency	Per cent
Programme efficacy	4	10.3
Transition into university	2	5.1
Future employment	1	2.6
Academic success	6	15.4
Violence and mental health	4	10.3
Transition out of the university	2	5.1
Experience in university	13	33.3
Dropping out	3	7.7
Student's profiles	4	10.3
Total	39	100

The most frequently investigated topic was ASD students' overall experience (33.3%), which encompassed issues such as the challenges they faced and how they viewed disability services in their institutions. The second most frequent topic was academic success. This category included predictive studies that sought to identify variables that would account for students' performance and studies that delved into what students understood as academic success. The third majority was shared by programme efficacy, violence/mental health and student profiles. These three topics appear to be emerging interests in ASD research. On the other hand, an understudied topic was the transition in and out of university (5.1%). The least studied topic was ASD students' future employment.

5. Discussion

The present systematic review examined 39 studies in which autistic students in higher education participated. The study's objective was to shed light on trends related to methodological procedures and topics that have been investigated over the last five years. The first findings can be grouped under the concept of demographics. Most studies included in this review were conducted in the US and the UK, echoing what earlier reviews have noted (see Anderson et al., 2017, 2019; Davis et al., 2021; Gelbar et al., 2014). These findings indicate that the experience of Global South countries is still underrepresented. As McPeake et al. (2023) indicate, qualitative research is context specific and not likely to account for cultural variations. Therefore, the field would benefit from research conducted in Asia, Africa and Latin America, as their experiences are not currently represented in empirical studies.

Different reasons can explain this difference, such as a lack of specialised professionals, a gap between research and practice and limited funding (Okyere et al., 2019; Sepúlveda Opazo & Castillo Armijo, 2021). However, the increasing diagnosis rate and the influence of international trends on national policies offer a valuable opportunity to advance ASD research in these other geographical areas. By exploring these contexts, researchers and educators can gain further understanding of the global experiences of autistic students in higher education to support them accordingly (Kuder & Accardo, 2018; Yáñez et al., 2021).

Another important finding is the trends in participant recruitment procedures. By far, the most used approach was combined cohorts, possibly to ensure larger

samples. The second and third were the first and last years combined with graduated students with 21.1% and 10.3%, respectively. Although recruiting participants from different cohorts may increase the sample, it may lead to neglecting nuances in the students' experiences. Likewise, no studies focused on specific programmes, which may be a relevant factor as they are more naturally involved with inclusion. In addition, comorbidity was also an aspect rarely addressed in the studies. Including comorbidities as a variable in sampling is particularly relevant as research suggests that comorbidities are common among individuals with autism and that addressing them is essential to meet their needs (Kirsch et al., 2020; Hossain et al., 2020). There appears to be interest in comparing students with ASD to neurotypical students and students with other disabilities, which may be indicative of a concern for the specificities and commonalities among these populations.

Another finding relates to the use of open invitations to reach participants. To complement this procedure, research teams implemented filtering techniques that allowed them to identify whether the students met the inclusion criteria. Some of the strategies were personal and on-phone interviews, requests for diagnosis and preliminary surveys. However, using open invitations may reduce reliability and validity, as students might self-diagnose to participate in a study, overlook conflicts of interest or have strong biases that could influence the results. In addition, variables such as motivation and self-acceptance may not be considered, further compromising the research outcomes (Showalter & Mullet, 2017; Underhill et al., 2024). As for sample size, there was a trend towards larger samples. More specifically, sample size was found to vary depending on the study design. While qualitative studies had an average of 22 students, mixed studies included 43, and quantitative studies, 200. This signals that more studies followed a quantitative paradigm, and qualitative studies had larger samples. Previous reviews reported a sample size average between 11 (Syriopoulou-Delli et al., 2024) and 24 (Davis et al., 2021).

The most frequently researched topic was the experience of students with ASD at university and factors that predicted their academic success. On the other hand, there was a scarcity of research on transitioning out of university and dropping out of higher education, which is alarming. Graduating and transitioning to work is an important landmark in the life of students with ASD. Some of the problems they may experience are living independently, being competitive in the job market and sustaining good relationships (Van Hees et al., 2015). More research is necessary to understand what kind of support can be offered to the students at this stage so that they can successfully overcome these difficulties. If transitioning out of university is not successful, it is likely that the students will not establish successful identities as working adults with ASD, which can potentially be detrimental to their mental health (Cage et al., 2020; Lucas et al., 2022). To reduce dropout rates, institutions should raise awareness about the importance of training faculty and staff about inclusion so that they can help students with disabilities succeed in higher education (Cage & McManemy, 2022). Research on the best practices to achieve this is imperative.

Higher education institutions should cultivate a research culture that fosters interest in participating in research while ensuring clear ethical procedures, as more students would be eager to get involved. In this way, researchers are more likely to overcome limitations in sampling considering years of study, majors and comorbidities. Inclusive practices that normalise research for minority groups are necessary in higher education institutions for research to accurately represent the nuances within neurodiversity (Clouder et al., 2020). A possible solution is promoting participatory research, which is a term used to account for research approaches that involve the intended beneficiaries not only as participants but also as members of the research team (Macaulay, 2016).

6. Conclusion

The findings of the present study show trends that can guide researchers towards common practices in the field and to what needs to be further developed. An important concern that has been identified is the lack of research conducted in countries in Latin America, Asia and Africa. In addition, the review has shown that for sampling, researchers tend to rely on open invitations and pool cohorts. Regarding topics, there is a predominance of studies exploring the experiences and perceptions of higher education, while there is a scarcity of studies investigating the experiences after graduating or dropping out.

For future research, variables such as comorbidities, time at university and majors should be included, as they are likely to influence the experience of students (Kirsch et al., 2020; Hossain et al., 2020). By comprehensively understanding the autistic experience at university, institutions can create more impactful, personalised and appropriate support for their students. Additional variables not considered in our analysis that may be of importance, such as ASD severity and gender, could also be explored. Moreover, higher education institutions should actively promote inclusive research practices that motivate students with disabilities to be part of research. Participatory research may be an interesting avenue to address this challenge (Macaulay, 2016). Finally, more studies should be conducted in regions such as Africa, Asia and Latin America, which have experienced a surge in ASD diagnoses (Kuder & Accardo, 2018; Yáñez et al., 2021). Consequently, international collaboration with local institutions and researchers may be necessary. A limitation of the present systematic review is that only Scopus-indexed articles were examined, so it is possible that other relevant studies have not been included in this review. Future studies ought to expand the scope to support or complement these findings.

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Appendix A: Articles Included in the Systematic Review

Author(s)	Year	Title
Lei, J., Ashwin, C., Brosnan, M., & Russell, A.	2019	Developing an online tool to measure social network structure and perceived social support amongst autistic students in higher education: A feasibility study
Bakker, T., Krabbendam, L., Bhulai, S., & Begeer, S.	2019	Background and enrollment characteristics of students with autism in higher education
Davidovitch, N., Ponomaryova, A., Guterman, H., & Shapira, Y.	2019	The test of accessibility of higher education in Israel: Instructors' attitudes toward high-functioning autistic spectrum students
Vincent, J.	2019	It's the fear of the unknown: Transition from higher education for young autistic adults
Searle, K., Ellis, L., Kourti, M., MacLeod, A., Lear, C., Duckworth, C., Irvine, D., Jones, H., King, M., Ling, J., & Simpson, J.	2019	Participatory autism research with students at a UK university: evidence from a small-scale empirical project
Cage, E., & Howes, J.	2020	Dropping out and moving on: A qualitative study of autistic people's experiences of university
Silva, S., Schneider, D., Kaszubowski, E., & Nuernberg, A.	2020	Students with Autism Spectrum Disorder in higher education: Analyzing INEP data
Cage, E., Andres, M., & Mahoney, P.	2020	Understanding the factors that affect university completion for autistic people
Dijkhuis, R., Sonneville, L., Ziermans, T., Staal, W., & Swaab, H.	2020	Autism symptoms, executive functioning and academic progress in higher education students
Lei, J., & Russell, A.	2021	Understanding the role of self-determination in shaping university experiences for autistic and typically developing students in the United Kingdom
Kim, S., & Crowley, S.	2021	Understanding perceptions and experiences of autistic undergraduate students toward disability support offices of their higher education institutions
Petcu, S., Zhang, D., & Li, Y-F.	2021	Students with autism spectrum disorders and their first-year college experiences

Kim, S., Crowley, S., & Bottema-Beutel, K.	2021	Autistic undergraduate students' transition and adjustment to higher education institutions
Cox, B., Edelstein, J., Brogdon, B., & Roy, A.	2021	Navigating challenges to facilitate success for college students with autism
Scott, M., & Sedgewick, F.	2021	'I have more control over my life': A qualitative exploration of challenges, opportunities, and support needs among autistic university students
Viezel, K., Freer, B., & Morgan, C.	2022	Adaptive behavior of college students with autism
Zukerman, G., Yahav, G., & Ben-Itzchak, E.	2022	Adaptive behavior and psychiatric symptoms in university students with ASD: One-year longitudinal study
Cage, E., & McManemy, E.	2022	Burnt out and dropping out: A comparison of the experiences of autistic and non-autistic students during the COVID-19 pandemic
Lucas, R., Cage, E., & James, A.	2022	Supporting effective transitions from university to post-graduation for autistic students
Rowe, T.	2022	Mentoring university students with ASD on campus: A supplemental program model
Fabri, M., Fenton, G., Andrews, P., & Beaton, M.	2022	Experiences of higher education students on the autism spectrum: Stories of low mood and high resilience
Brownlow, C., Martin, N., Thompson, D-M., Dowe, A., Abawi, D., Harrison, J., & March, S.	2023	Navigating university: The design and evaluation of a holistic support programme for autistic students in higher education
McPeake, E., Lamore, K., Boujut, E., Khoury, J., Pellenq, C., Plumet, M-H., & Cappe, E.	2023	"I just need a little more support": A thematic analysis of autistic students' experience of university in France
Barry, A., Syurina, E., & Waltz, M.	2023	Support priorities of autistic university students and careers advisors: Understanding differences, building on strengths
Bakker, T., Krabbendam, L., Bhulai, S., Meeter, M., & Begeer, S.	2023	Predicting academic success of autistic students in higher education

Howorth, S., Rooks-Ellis, D., Cobo-Lewis, A., Taylor, J. & Moody, C.	2023	Effects of an Abbreviated and Adapted PEERS® Curriculum as Part of a College Transition Program for Young Adults on the Autism Spectrum
Lao, U., Li, Y., Bai, W., Wang, Y., Li, Y., Xie, Y., Huang, X., Zhu, H., & Zou, X.	2023	Adaptation and Feasibility of the Mandarin Version of PEERS® for Autistic Adolescents
Pesonen, H., Nieminen, J., Vincent, J., Waltz, M., Lahdelma, M., Syurina, E., & Fabri, M.	2023	A socio-political approach on autistic students' sense of belonging in higher education
Rothman, E., Heller, S., & Holmes, L.	2023	Sexual, physical, and emotional aggression, experienced by autistic vs. non-autistic U.S. college students
Evans, D., Granson, M., Langford, D., & Hirsch, S.	2023	Autism spectrum disorder: reconceptualising support for neurodiverse students in higher education
Libster, N., Kasari, C., & Sturm, A.	2023	Predictors of Sexual Victimization Among Autistic and Non-Autistic College Students
Bakker, T., Krabbendam, L., Bhulai, S., Meeter, M., & Begeer, S.	2023	Study progression and degree completion of autistic students in higher education: a longitudinal study
Johnson, J., Dodds, R., & Wood, J.	2024	Experiences of Autistic College Students in Higher Education and Their Relations with Faculty
Tan, D., Rabuka, M., Haar, T., & Pellicano, E.	2024	'It's a symbolic violence': Autistic people's experiences of discrimination at universities in Australia
Lubin, J.	2024	Self-Determination Skills of Students with Autism in Postsecondary Settings
Dexter, S., Grace, K., Quinnell, S-L., Surrey, A., & Crane, L.	2024	Towards 'A Level Playing Field': A Participatory Study of Autistic University Students' Experiences with Academic Support in England

Noble, N., Bueno, N., Zatopek, A., & Hernandez, J.	2024	Helping college students with autism spectrum disorder: Exploring factors affecting use of counselling
Barrera Ciurana, M., & Moliner García, O.	2024	'How does universal design for learning help me to learn?': students with autism spectrum disorder voices in higher education
O'Neill, S. & Smyth, S.	2024	Using off-the-shelf solutions as assistive technology to support the self-management of academic tasks for autistic university students