



**Understanding versus attitude: do knowledge and understanding of
autism impact peoples' attitudes towards autistic adults?**

2201654

Psychology Empirical Project: March 2025

University of Wales Trinity Saint David

Dissertation submitted in partial fulfilment of the requirements for the degree of Bachelor
of Science (hons) in Psychology.

Declaration

This work has not previously been accepted in substance for any degrees and is not being concurrently submitted in candidature for any degrees.

Signed



..... (candidate)

Date 14.03.2025.....

STATEMENT 1:

This dissertation is being submitted in partial fulfilment of the requirements for the degree of Bachelor of Science (hons) in Psychology.

Signed



..... (candidate)

Date 14.03.2025.....

STATEMENT 2:

This dissertation is the result of my own independent work/investigation, except where otherwise stated. Other sources are acknowledged by giving explicit references. A reference list is appended.

Signed



..... (candidate)

Date 14.03.2025.....

STATEMENT 3:

I hereby give consent for my dissertation, if accepted, to be available for photocopying and for inter-library loan, and for the title and summary to be made available to outside organisations.

Signed



..... (candidate)

Date 14.03.2025.....

Declaration of AI Usage

I declare that no AI tools or software were used in the creation of this empirical project. I confirm that I hold draft copies of this work, and the materials used.

Acknowledgements

I would like to express my gratitude to my dissertation supervisor, Judith Marshall, for supporting me throughout the completion of this project, and for always encouraging me to step a little further out of my comfort zone. I could not have striven to complete a mixed methods study design without her support. I also express my sincere gratitude toward all psychology and counselling staff for their continued support and guidance throughout the last three years.

I would also like to thank my family and friends for their continued support and words of encouragement. Finally, I would like to thank all 62 participants for their time in taking part in my research.

Table of Contents

Title Page	
Declaration	1
Declaration of AI Usage	3
Acknowledgements	4
Table of Contents	5
Abstract	7
Chapter One – Literature Review	8
Chapter Two – Methodology	21
2.1 Participants	21
2.2 Ethics	21
2.3 Design	22
2.4 Materials	23
2.5 Pilot	25
2.6 Procedure	26
Chapter Three – Results	28
Table 1 – Descriptive Statistics	28
Table 2 – Themes and Supporting Quotes	30
Chapter Four – Discussion	44
References	53
Appendices	57
Appendix A – Proposal Form	57
Appendix B – Ethics Form	61
Appendix C – Autism Awareness Survey (AAS; Tipton & Blacher, 2014)	83

	6
Appendix D – Societal Attitudes Towards Autism (SATA) Scale (Flood et al., 2013)	84
Appendix E – Researcher's Questions (Stage Two)	85
Appendix F – Study Information	86
Appendix G – Study Consent	88
Appendix H – Study Debrief	91
Appendix I – Stage Two Study Protocol	93
Appendix J - SPSS Output	94
Appendix K – Transcriptions	117

Abstract

Much of past autism research has failed to anticipate how people continuously live with the condition. Previous studies report mixed findings into people's attitudes and understanding of autism. The aims of the current study were to explore participants' attitudes and understanding of autism. A mixed methods design was used over two study stages. In stage one, participants completed an online questionnaire. In stage two, participants watched one of two videos about autism and recompleted the questionnaire in the UWTSD psychology labs, followed by a short, recorded interview. Participants were UWTSD psychology and counselling students. Results indicated a weak correlation between attitudes and understanding of autism in stage one, which increased in stage two. No significant differences were found in responses between video groups. Thematic analysis of interviews revealed further variables into perceptions of autism, thus highlighting a need for further research into the encompassing factors that influence people's views.

Chapter One – Literature Review

Introduction – Living with Autism

Autism can be described as a neurodevelopmental disorder that impacts an individual's ability to process many different stimuli. It can often be associated with repetitive behaviours and interests, as well as social and communicative deficits (American Psychiatric Association, APA; 2013, as cited in Cage et al., 2019). Additionally, many autistic individuals experience symptoms of anxiety resulting from various factors of distress (Maloret & Scott, 2018). It has been estimated that approximately 1% of the UK population has autism (Baird et al., 2006, as cited in Cage et al., 2019). Public awareness of autism has previously been limited. As such, certain demographic groups are less likely to be aware of autism (Alyami et al., 2022; Dillenburg et al., 2013; Waldock & Forrester-Jones, 2020). Autistic people often feel they are not understood by those around them (Cage & Howes, 2020; Stagg & Belcher, 2019), which can lead to feelings of loneliness (Elmose, 2020) and poor mental health outcomes (Petty et al., 2023).

Research into autism places most of its focus on children rather than adults living with the condition (Bailey, 2012; Howlin & Taylor, 2015; Stagg & Belcher, 2019). Yet, many adults continue to feel the impact of autism throughout their lives. In their old age, autistic adults still report experiencing differences in communication with their non-autistic peers (Hwang et al., 2017). Due to a lack of awareness of autism in adults, as well as the existence of autistic stereotypes, such as the idea that autism is present

only in males (Mo et al., 2022), it has become difficult for autistic adults to obtain official diagnoses. Additionally, many autistic adults report that a diagnosis has not assisted them in finding beneficial changes to their lives (Crane et al., 2018). For example, research by Stagg and Belcher (2019) has indicated that autistic adults with late diagnoses are not able to find external support for their characteristics and instead can only implement internal strategies to mitigate challenges posed by autism. Generally, it is reported that autism is more prevalent in males than in females (Rujeedawa & Zaman, 2022). However, this could be due to presentation differences between males and females. Additionally, most foundational research regarding autism spectrum disorder has been done in reference to male children. Therefore, it is possible that current diagnostic criteria are biased towards how autism typically presents in young males (Rujeedawa & Zaman, 2022; Tsirgiotis et al., 2024).

Many of the differences in behaviours associated with autism can impact the social aspects of an autistic person's life. Research has indicated that autistic individuals tend to have poorer self-esteem compared to their neurotypical peers, as well as an increased risk of depressive symptoms (Cooper et al., 2017). Additionally, autistic individuals have been found to have more negative social identities (Tajfel & Turner, 1979) compared to neurotypical individuals, which may be due to stigma surrounding autism (Cooper et al., 2017; Perry et al., 2022).

Knowledge and Perceptions

Some Australian research has focused on the perceptions of autism spectrum disorder in society. For example, research conducted by Kuzminski et al. (2019) indicates that attitudes towards autism in Australia are generally positive. In this study, over 1000 neurotypical participants were asked to complete the Societal Attitudes Towards Autism (SATA) scale (Flood et al., 2013). Results indicated that most participants held positive attitudes towards autism, as well as good knowledge of autism. It was also observed that female participants had more positive attitudes than male participants. However, it was reported that there were more female participants taking part compared to male participants, meaning that the gender differences observed could be a result of the demographics of the participant pool rather than a reflection of attitudes towards autism. Also, participants may have answered the survey questions according to their beliefs of social desirability. Furthermore, this study did not account for the potential impact of participants' personal relationships, as participants who are close to an autistic individual may have held a different level of knowledge or attitude compared to participants who did not have a relationship with an autistic individual.

In contrast to Kuzminski et al. (2019), research by Jones et al. (2021) suggests that knowledge of autism is generally poor amongst the Australian population. Awareness of autism in women was observed to be poorer than awareness of autism in

men. Additionally, this study noted that participants reported a lack of understanding towards supporting their autistic peers. This was also implied within the responses of participants who had prior involvement with an autistic individual, as although these participants reported having greater awareness of autism, they also noted that this awareness is not typically shared by others who do not have experience with autism. Like other studies of its kind, this research recruited primarily non-autistic participants, meaning that a comparison of attitudes and knowledge between autistic and non-autistic participants cannot be made. Following this research, however, it is suggested that increased interaction with autistic individuals can improve peoples' awareness and understanding towards autism.

A study investigating dehumanizing attitudes towards autism by Cage et al. (2019) aimed to observe the levels of knowledge and openness regarding autism held by non-autistic participants in England. Participants were asked to complete the Autism Awareness Survey (Tipton & Blacher, 2014) and were also asked to respond to several items following the viewing of a vignette describing an autistic person who remained unlabelled. Findings indicated that most participants held good knowledge of autism, with female participants reporting higher levels of knowledge and openness to autism compared to male participants. Overall, scores for openness of autism were also relatively high, however, many participants agreed that the person described in the vignette was 'different' to them. It was also observed within this study that participants had rated autistic individuals as having low human uniqueness, which could indicate a

dehumanising attitude. There are limitations to these findings however, as the participant sample consisted mostly of white female students. This suggests that the data gathered from this study may only represent one demographic of individuals, meaning there is a lack of diversity within the participant pool.

Research by Scheerer et al. (2022) suggests a correlation between knowledge of autism and attitude towards autism. In this study, teenage participants were asked to provide their perceptions of 20 autistic and 20 non-autistic adults either before or after participating in an informative presentation detailing the experiences of autistic individuals. It was found that participants who completed the observations and rating before the presentation had rated autistic adults less favourably compared to non-autistic adults. Participants completing ratings after the informative presentation were significantly more positive towards autistic adults compared to those who watched the presentation second. Despite the improvement in perceptions of autistic adults following the presentation, there remains the possibility that participants' responses were a result of perceived social desirability following the presentation. However, these findings still suggest that perceptions and attitudes towards autism can change when people become more knowledgeable about autism.

Previous research indicates that a bias is present when people interact with autistic individuals. In a study conducted by Norris et al. (2024), participants with no

prior rating experience were asked to rate autistic and non-autistic candidates by watching interview recordings. Here it was observed that autistic candidates received lower ratings due to perceptions of non-verbal behaviour. The second phase of this study asked participants with prior rating experience to rate candidates using either an interview video or transcript. Here, non-autistic candidates received better ratings when assessed by video compared to by transcript. However, there were no observed differences in perceptions between video and transcript for autistic candidates. These results imply that non-verbal behaviour is likely to become a factor of bias against autistic individuals. Despite the implications of these findings, there are improvements that could be made to this research to gather further observations. For example, the use of autistic raters in the study may provide different results compared to non-autistic raters. Additionally, the specific role that candidates were said to be interviewed for was not specified during this study. Therefore, it is possible that these findings are more reflective of participants' general perceptions of candidates, as there was no specific job criteria used within the ratings.

Sasson and Morrison (2019) explored perceptions of autistic individuals compared to non-autistic individuals in relation to impressions of both autistic and non-autistic candidates, using mock audition recordings for a game show. The diagnosis of candidates was either given, withheld, or falsely provided. Results show that participants were less favourable towards autistic candidates compared to non-autistic controls. Ratings of autistic candidates were significantly higher when accurately

diagnosed to participants. Additionally, ratings of control candidates improved when falsely diagnosed as autistic to participants. Furthermore, candidates expressing more severe autistic traits were rated less favourably, with male candidates receiving poorer ratings than female candidates. It was also observed that participants with greater knowledge of autism held higher ratings towards autistic candidates compared to participants with less knowledge of autism. These findings suggest that autistic individuals are generally perceived more positively when others are aware of their autism, and that those with greater knowledge of autism are more likely to hold more positive perceptions of autistic individuals compared to those with poorer knowledge of autism. Additionally, these findings could imply that the presence of a diagnosis, even when falsified, can improve perceptions of individuals. However, these findings could have been impacted by gender bias, as most participants were male. Therefore, recruiting more female participants may have resulted in different findings.

Further research by DeBrabander et al. (2019) has observed the impressions autistic adults make on both autistic and non-autistic participants. In this study, participants, both autistic and non-autistic, viewed short videos of individuals and gave their impressions of the people in each recording. Results showed that both autistic and non-autistic participants had less favourable impressions of autistic individuals. For example, both participant groups rated the autistic people in the recordings as more awkward compared to non-autistic people in the recordings. However, autistic participants did not indicate disinterest in interacting with autistic individuals as seen

with non-autistic participants. Additionally, impressions of autistic individuals improved for non-autistic participants when the status of diagnoses was given. This was not shown for autistic participants, which suggests that the status of diagnosis did not influence the impressions of autistic participants. Overall, the findings of this study imply that autistic and non-autistic adults have similar perceptions of others, although the implications of these perceptions differ. Despite the implications of these findings, it is worth noting that the participant sample consisted mostly of Caucasian males, meaning that the diversity of the sample is limited.

Attitudes and Behaviour

Although there exist many reports of peoples' explicit attitudes towards autism, these studies may be limited by social desirability. Dickter and colleagues (2020) used an implicit association task to measure participants' implicit attitudes towards autistic adults. Results indicated that while most explicit responses were positive, participants were found to hold negative implicit attitudes towards autism. It was also reported that participants who possessed more autism traits were more likely to have a positive implicit attitude of autism. However, these data were collected from neurotypical participants, meaning that a comparison between autistic and non-autistic participant responses cannot be made.

Mac Cárthaigh & López (2020) examined perceptions of autistic people in both British and South Korean nurses. Results indicated that both participant groups were lacking knowledge regarding autism. British participants had overall more understanding of autism and had more positive attitudes towards autism compared to the South Korean participants. Additionally, knowledge of autism was only found to impact the responses of British participants, and the effect was minimal. This suggests that peoples' understanding of autism has little to no effect on their attitudes towards autism, even across cultures. However, since the level of knowledge and understanding of autism across participants was low, it is possible that results were impacted by this.

A comparative study by Morris et al. (2024) explored the differences in attitudes and knowledge of autism held by adults with siblings. Participants reported having either a neurotypical sibling or autistic sibling and were asked to complete knowledge and attitudes surveys regarding autism. Results showed no significant differences in attitudes between each group of participants. However, participants with an autistic sibling showed greater knowledge and understanding of autism compared to participants with a neurotypical sibling. This suggests that increased exposure and interaction with autistic individuals can increase people's knowledge and understanding towards autism. Despite these findings, however, it was reported within this research that all participants had previous exposure to autistic individuals via volunteer work or more distant family members. Therefore, a comparison of attitudes between those with

exposure to autism and those without cannot be drawn here as there was no true 'out' group.

Research by Zarokanellou et al. (2024) has examined the attitudes held by Greek healthcare students regarding autism. In this study, participants were divided into three groups, where each group viewed three vignettes of an autistic student's interactions in three different settings. Each group was told that the student in the vignette was either "high functioning" autistic, typically developing, or not labelled. Results indicate that participants in the "high functioning" group reported more positive attitudes towards the student in the vignettes compared to the "non-labelled" group. Furthermore, participants in the "typically developing" group reported fewer positive attitudes towards the student in the vignettes and were more rejective of the behaviour described. This suggests that people are less accepting of atypical behaviour, and that awareness of an individual's differences can mitigate negative attitudes. Although this study explores the perceptions of certain labels relevant to autism, there is room for a wider variety of labels to be observed in future research, such as the perceptions of autistic individuals who may have more visible support needs.

Research by Stevenson and Mowad (2019) has examined people's associative attitudes towards autism amongst both college students and the general population. In this study, two groups of participants were asked to create and rank several word associations for several labels (e.g. 'a person on the autism spectrum'). Results indicate

that participants from the general population group rated the autism label as the second most negative, after the disability label, which was rated the most negative. Amongst college student participants, the same rating appeared for the disability label, but not for the autism label. This suggests that the general population holds more negative explicit attitudes towards autism compared to college students. However, the participants sample used in this study consisted primarily of well-educated American individuals from an ethnic majority in the area. Thus, there is a lack of diversity within this sample, meaning that a range of responses from different participants could not be achieved. Furthermore, this study does not account for participants' potential to produce socially desirable responses instead of honest ones.

The Current Study

The current study aims to investigate the relationship between peoples' attitudes towards autism and their understanding of autism using mixed methods. To do this, different types of video information will be used to impact participants' perceptions of autism. Previous research on the impact of sharing information through storytelling has indicated that people are more likely to understand and resonate with information expressed through stories rather than other methods (Butcher, 2006; Bove & Tryon, 2018).

Hypotheses:

This study aims to explore the potential impact of video information on peoples' understanding of, and attitudes towards autistic adults. From the discussed literature, the following hypotheses have been generated:

Hypothesis 1: Participants who indicate a greater understanding of autism (i.e. receiving a higher score on the Autism Awareness Survey; AAS; Tipton & Blacher, 2014) will also indicate more positive attitudes towards autism (i.e. receiving a higher score on the Societal Attitudes Towards Autism (SATA) scale; Flood et al., 2013).

Hypothesis 2: Participants will indicate significantly more positive responses to the survey questions after watching an informative video than they did before watching it.

Hypothesis 3: There will be significant differences in the 'after video' responses between the two groups based on the video watched.

Further Research Question (Qualitative):

To explore participants' perceptions of the two different videos and their impact on participants' responses.

Chapter Two – Methodology

2.1 Participants

In study stage one, level 4 and 5 students from the Centre of Psychology and Counselling at the University of Wales Trinity Saint David were recruited using the Experiment Management System (EMS). There were 62 total participants (47 females, 11 males, 2 nonbinary/third gender and 2 preferred not to say), aged between 18 and 59 ($M = 29.47$, $SD = 9.94$). Two course credits were awarded to participants for taking part in this stage. During this stage, participants were informed that the study consisted of two parts, and that they were encouraged to sign up for both parts.

In study stage two, 25 participants (18 females, 6 males and 1 nonbinary/third gender) who had previously completed stage one signed up to participate using EMS and were awarded three course credits for taking part. Participants were aged 18-59 ($M = 29.16$, $SD = 11.58$).

2.2 Ethics

There are some ethical concerns in relation to this study. Firstly, as responses from participants were audio-recorded during stage two, there is a possibility that this data may be used inappropriately. To mitigate this, only the researcher can access audio-recorded data. All recordings were uploaded to the researcher's OneDrive account and then deleted from the recording device. Another possible concern is that participants' EMS IDs were recorded during data collection for the purpose of data

comparison between stages one and two. Participants were informed of this during both stages and provided consent to have this data be used in this manner. All EMS IDs were replaced with unique study IDs following data collection. To mitigate any concerns of the conduct of the researcher, a protocol was created and adhered to by the researcher. This study received ethical approval November 5th 2024 from the research supervisor. Please see the ethics form (Appendix B) for further ethical considerations.

2.3 Design

This study used a between-subjects design and adopted a mixed methods approach over two stages. In stage one, participants completed the Autism Awareness Survey (AAS) and Societal Attitudes Towards Autism (SATA) scale (see materials) online using a Qualtrics survey. The second stage was conducted within the psychology labs at UWTSD's Swansea campus, where participants repeated the Qualtrics survey after watching one of two videos (see materials). Participants additionally provided qualitative data during stage two where they were asked a series of questions by the researcher (see Appendix E) which were audio recorded. Participants' responses to the two questionnaires were the dependent variable in this study. The study's independent variable was the videos used within stage two to increase participants' understanding of autism spectrum disorder. Here, participants were divided into two groups according to which video they were shown (see materials). After completing the Qualtrics questionnaire in stage two, participants were asked a series of open-ended questions

relating to the video they had watched. All participants were given access to the survey in study stage one by signing up to participate using the Experiment Management System (EMS). During study stage two, participants were given a unique study ID. The researcher alternated which group participants would be assigned to in stage two to ensure that groups contained a similar number of participants. Quantitative data collected via Qualtrics were analysed using a correlational analysis and two independent samples t-tests. Qualitative data collected from participants were analysed using thematic analysis (Braun & Clarke, 2006; Clarke & Braun, 2017). For data comparison between study stages, participants were asked to provide their EMS identification number during the Qualtrics surveys. Participants were made aware that their EMS ID would be replaced by their unique study ID once data had been collected, therefore the data collected during each study stage remained anonymous.

2.4 Materials

The Societal Attitudes Towards Autism (SATA) scale (Flood et al., 2013) was used in both stages of this study to measure participants' attitudes towards autism spectrum disorder. The SATA scale contains a total of 26 items (e.g., 'People with autism tend to be violent'), which participants were asked to rate using the following 4-point Likert Scale: 1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree. Of the 26 total items, 19 were reverse scored. Participants could obtain a score between 1 and 4 for each item and could gain a total score ranging from 26 – 104.

Higher scores indicated that participants held more positive attitudes towards autism compared to lower scores which indicated fewer positive attitudes. The reported Cronbach's alpha for this scale was .91, which is slightly higher than the reliability reported by Flood et al. (2013) (.86).

The Autism Awareness Survey (Tipton & Blacher, 2014) was used during both study stages to measure participants' understanding of autism spectrum disorder. The AAS consists of 14 items (e.g., 'Autism is an emotional disorder') which were rated by participants using the following 5-point Likert scale: 0 = disagree; 1 = somewhat disagree; 2 = unsure; 3 = somewhat agree; 4 = agree. Of the 14 total items, 7 were reverse scored. Scores for each item ranged from 0 – 4 and total scores for the AAS ranged between 0 – 56. Higher scores indicated that participants had a greater understanding of autism, whereas lower scores indicated that participants had a poorer understanding of autism. Cronbach's alpha reported for this scale was .77, which is slightly higher than the reliability reported by Tipton and Blacher (2014) (.60).

The AAS and SATA scale were presented to participants via a Qualtrics questionnaire. In stage one, this questionnaire was accessible online to participants upon signing up to EMS. In stage two, participants accessed the questionnaire using a computer within the psychology labs at UWTSD's Swansea IQ campus. In stage two of the study, participants were asked to watch a short video before completing the

questionnaire. Participants viewed either 'what is autism?'

(<https://www.youtube.com/watch?v=Lk4qs8jGN4U>) or 'Dawn's story'

(<https://www.youtube.com/watch?v=5P7RM4EnRQA>). Both videos are freely available

to watch on the YouTube channel of the National Autistic Society. At the end of stage

two, the researcher presented participants with six open-ended questions (see

Appendix F). Participants were asked questions by the researcher for the purpose of

exploring the thoughts that participants had regarding the video they watched.

Responses to the interview questions were recorded by the researcher using a

recording device.

2.5 Pilot

A small pilot was conducted by the researcher for study stage two to ensure that the open-ended questions used during the study were appropriate. Three family members of the researcher were recruited for this. Each pilot participant completed the study as described by the study procedure; however, this instead took place in a quiet room provided by the researcher. Participants' responses to the open-ended questions asked by the researcher indicated that the questions were appropriate to use for the study.

2.6 Procedure

Upon signing up to take part in study stage one, participants were given an online link to a Qualtrics survey, where they were asked to read through the study information. Following this, participants were asked to read through the study consent form and confirm their consent to take part by selecting the appropriate boxes in the survey. Once participants were happy to proceed, they were asked to provide their age, gender and EMS ID number. Here, it was indicated to participants that they must provide their EMS ID number for the purpose of data comparison between study stages. Next, they were asked to complete the Autism Awareness Survey (AAS; Tipton & Blacher, 2014), followed by the Societal Attitudes Towards Autism (SATA) scale (Flood et al., 2013). After completing the AAS and SATA scale, it was explained to participants that the purpose of the study was to observe attitudes towards autism. Following this, participants were reminded that the study consisted of two stages, and that they would be reminded to sign up for stage two once it became available on EMS.

Study stage two took place in the psychology labs at UWTSD's Swansea campus. Upon arriving at the labs, participants were greeted by the researcher, who escorted participants to a computer inside the laboratory. Once inside the lab, participants were given paper copies of the study information sheet and consent forms. Participants were asked to read through the information carefully before providing their consent. Once consent had been obtained, the researcher would direct participants' attention to the computer screen, where they would be asked to watch one of the following videos: "What is autism?" (<https://www.youtube.com/watch?v=Lk4qs8jGN4U>)

or “Dawn’s Story” (<https://www.youtube.com/watch?v=5P7RM4EnRQA>). When watching the video, the researcher waited outside of the room. After participants had finished watching either video, the researcher would re-enter the room and direct their attention to a Qualtrics survey on the computer screen. Following this, the researcher left the room to allow for participants to complete the next task on their own. Here, participants were asked to provide their age, gender and EMS ID before completing the AAS and SATA scale. After participants had completed the questionnaire, the researcher would re-enter the room. Here, the researcher reminded participants that they were about to be asked several questions regarding their thoughts about the video they were asked to watch during the study. The conversation between the researcher and participant was audio-recorded, where the researcher indicated to participants when the recording device was switched on and off. Once the study concluded, the researcher presented participants with a debrief form and explained the full purpose of the study. Here, participants were reminded that their data would be anonymised after this point and could no longer be traced back to them. If participants had any questions regarding the study, they were given the opportunity to express these to the researcher. Finally, participants were escorted out of the laboratory. All recordings were uploaded to the researcher’s OneDrive before being deleted from the recording device. Recordings were then transcribed verbatim by the researcher for analysis.

Chapter Three – Results

Quantitative data from both study stages was exported from Qualtrics to Excel to be sorted. Clean data were input into SPSS, where relevant survey items were reverse scored. Items from the AAS were recoded from 1-5 to 0-4. Recordings were uploaded to OneDrive and deleted from the recording device. All recordings were transcribed verbatim for thematic analysis (Braun & Clarke, 2006; 2017).

3.1 Quantitative Analyses

Table 1

	Stage 1				Stage 2			
	N	M	SD	Range	N	M	SD	Range
Autism Awareness Scale	61	41.64	4.83	23	25	41.96	5.58	23
Societal Attitudes Towards Autism	62	88.40	9.27	56	25	90.04	7.09	29

Table 1. Descriptive Statistics

3.1.1 Correlational Analyses

Two Pearson Product Moment Correlation analyses were conducted to explore the relationship between participants' understanding of autism and attitudes towards autism during each study stage. Out of a total of 62 participants, one participant did not complete the AAS in study stage one. In stage one, there was a weak, positive correlation between variables, $r = .29$, $N = 61$, $p < .05$, where participants' attitudes

towards autism were weakly influenced by their understanding of autism. In stage two, there was a moderate positive correlation between variables, $r = .50$, $N = 25$, $p < .05$, meaning that as participants' understanding of autism increases, their attitudes towards autism become more positive. These findings suggest that the correlation between participants' understanding of autism and their attitudes towards autism have increased in study stage two. This suggests that the hypothesis (1) that understanding influences attitudes can be accepted.

3.1.2 Independent Samples T-tests

An independent samples t-test was conducted to explore the differences in participants' understanding of autism after watching one of two videos within study stage two. This included a brief informative video about autism (video A) and an interview recording of an autistic adult (video B). Results indicated that there was no significant difference in understanding of autism between participants who watched video A ($M = 41.62$, $SD = 6.51$) and those who watched video B ($M = 42.33$, $SD = 4.62$); $t(23) = -.28$, $p > .05$.

Another independent samples t-test was conducted to explore the differences in participants' attitudes towards autism after watching one of two videos within study stage two. Results show that there was no significant difference between participants' attitudes towards autism between those who watched video A ($M = 88.85$, $SD = 7.99$) and those who watched video B ($M = 91.33$, $SD = 6.04$); $t(23) = -.87$, $p > .05$. These

results also indicate that there were no significant differences in participants' responses before and after watching video A/B. Therefore, the hypotheses (2,3) are rejected.

3.2 Thematic Analysis

Table 2

Theme	Sub-Themes	Supporting Quotes
Emotions of autism	Mixed feelings	"A little bit like sad but also like... hopeful..." (P2, line 63) "Oh, happy, sad? It was really mixed emotions... cuz she'd been through so much so it was really hard to hear that part and... how... she'd come to... well, she wanted to end her life basically, and that was really upsetting, but at the end then when she was looking back at all the good things... that autism... provided her with, really" (P6, lines 48-52)
	Stepping into their shoes	"I feel like it should just be standardised procedure... you find out why you're dealing with these things y'know and

		when you're suffering y'know people shouldn't have to... have to... go through this and have to find out by themselves through the internet- just don't think it's fair it's actually really sad to be honest how... someone could go through y'know and so many people still go through that today... yeah" (P12, lines 75-80) "Hearing her describe... meltdowns, especially as a child when nobody understood what was happening, hearing her be portrayed as just a bad kid who... even when given help wasn't getting any better, being all her fault... I find that... more upsetting... from like a... sympathetic way than a... angry or anything cuz... I think that is real, I think it's sad" (P18, lines 93-98)
Past and present perspectives	Understanding the lived experience	"Definitely like how many people within the UK do have autism... didn't know there was that many" (P3, lines 14-15)

		“It is completely different to what I was expecting an autistic person to be so there is that” (P4, lines 22-24) “My understanding of autism has... developed I think from watching that video, cuz I didn’t realise how much of an impact- cuz I’ve never... I’ve never had someone... who has directly been affected by autism around me so I think watching that video was like... maybe quite sad to be honest umm for people... who face they feel quite misunderstood at times y’know for the people who face it umm... but I feel... my knowledge has extended y’know from it” (P12, lines 9-15)
	Knowing what autism is	“It doesn’t really go too in depth on like the struggles of being autistic” (P23, line 44)

		"I've always had like autistic people in my life" (P23, lines 27-28) "It's a good- very good start for understanding, it just really really a basic one y'know wouldn't give you information about treatments, about umm... y'know because every autistic people is different" (P25, lines 40-43) "I already know so much" (P20, line 23)
Getting it to stick	A lasting impression	"I think sometimes when you're reading information, you can read it and read it and read it and it may not necessarily go in" (P11, lines 34-36) "A video definitely leaves more of an impression in my mind" (P21, lines 43-45) "I'm a visual learner so I very much like watching something and like listening to like a voice instead of like I dunno reading

		it on a page and all the words start blurring together and y- you just like end up falling asleep you're just that bored" (P23, lines 59-62) "I like how informative it was, and how umm it... made people with autism... feel normal" (P17, lines 48-49)
	"At my own pace"	"I quite enjoy learning from a video to be honest with you... my only issue is that sometimes I like to make notes myself so with a video I'd have to pause it, maybe write things down or go back and forth" (P4, lines 47-49) "It would have been better to have like a bit of written information and a video because... sometimes I sort of like doze off a bit- no not doze off but like- my attention span's a bit... but having- if it's written information I can go at my own pace." (P10, lines 63-66)

		“I think if things aren’t... written down, they’re now being able to be interpreted for you with the way things may be said, with what audio or imagery might be added to it... umm... so it is kind of a fear especially” (P18, lines 69-72)
--	--	--

A table indicating the themes and sub-themes generated from the researcher’s transcriptions.

Theme 1: Emotions of Autism

Throughout the various interviews conducted by the researcher during study stage two, there were many discussions surrounding the video content watched by participants. Before each interview, each participant was instructed to watch one of the following videos: ‘What is Autism? (Video A)’ or ‘Dawn’s Story (Video B)’. Many participants who watched video B discussed their emotional reactions to the content they were shown. A range of emotions seemed to be felt by participants, resulting in the following sub-themes: ‘mixed feelings’ and ‘stepping into their shoes’.

Sub-Theme 1.1: Mixed Feelings

A reoccurring sentiment given by participants who watched video B was a mix of emotions in relation to what the woman in the video shares about her experience with autism. Some participants admitted to feeling “a little bit like sad but also like... hopeful...” (P2, line 63) in response to Dawn’s story. This response indicates the mix of emotions that were felt by participants, as they began to understand the variances in experience expressed in the video. This feeling of hope despite feeling upset for the woman in the video continued with other participants, with someone commenting:

Oh, happy, sad? It was really mixed emotions... cuz she’d been through so much so it was really hard to hear that part and... how... she’d come to... well, she wanted to end her life basically, and that was really upsetting, but at the end then when she was looking back at all the good things... that autism... provided her with, really. (P6, lines 48-52)

These comments suggest that participants who watched video B were able to understand the journey that the woman in the video has undergone. Additionally, many participants who watched video B seemed to respond more emotively to the video content compared to those who watched video A. This suggests that video B may be a better choice of video for those who learn better by directly understanding another’s experience.

Sub-Theme 1.2: Stepping Into Their Shoes

Following on from the mix of emotions felt by participants while watching video B, it became clear that participants felt a bigger emotional impact by experiencing video B:

I feel like it should just be standardised procedure... you find out why you're dealing with these things y'know and when you're suffering y'know people shouldn't have to... have to... go through this and have to find out by themselves through the internet- just don't think it's fair it's actually really sad to be honest how... someone could go through y'know and so many people still go through that today... yeah. (P12, lines 75-80)

This participant's response highlights the emotions expressed by those who resonated with video B in some way. Furthermore, this comment implies that participants wish to have further support in place for autistic people. Another participant expressed the following:

Hearing her describe... meltdowns, especially as a child when nobody understood what was happening, hearing her be portrayed as just a bad kid who... even when given help wasn't getting any better, being all her fault... I find that... more upsetting... from like a... sympathetic way than a... angry or anything cuz... I think that is real, I think it's sad. (P18, lines 93-98)

This participant additionally expressed that they had previous experience with autism, meaning that they personally resonated with Dawn's story. In comparison, P12 reported having limited previous experience with autism. Despite this, both participants expressed having strong emotive responses to the content in video B, which suggests

that video B may be an effective tool for enabling individuals to emotionally engage with autism.

Theme 2: Past and Present Perspectives

Participants had much to comment on regarding the information presented in each video and how this interacted with their own experiences with autism. This has generated the following sub-themes: 'understanding the lived experience' and 'knowing what autism is'.

Sub-Theme 2.1: Understanding the Lived Experience

When discussing the video they had watched during the study with the researcher, some participants expressed having gained a new perspective from the video's content. One such participant who watched video A commented: "definitely like how many people within the UK do have autism... didn't know there was that many" (P3, lines 14-15). This suggests that the video content was informative for some participants. Another participant, who watched video B commented: "it is completely different to what I was expecting an autistic person to be so there is that" (P4, lines 22-24). This comment, in response to having watched a video directly portraying an autistic adult, implies that this participant held an incomplete understanding of autism prior to their experience watching this video. Furthermore, the account of one participant further indicated that the video content could open participants' perspectives:

My understanding of autism has... developed I think from watching that video, cuz I didn't realise how much of an impact- cuz I've never... I've never had someone... who has directly been affected by autism around me so I think watching that video was like... maybe quite sad to be honest umm for people... who face they feel quite misunderstood at times y'know for the people who face it umm... but I feel... my knowledge has extended y'know from it. (P12, lines 9-15)

This comment indicates that further understanding of autism can be obtained by interacting with autistic individuals. In addition to this, more participants indicated this in response to video B compared with video A. This implies that participants were able to resonate more with seeing an autistic adult discuss their personal experiences.

Sub-Theme 2.2: Knowing What Autism Is

For participants who watched video A, there were some concerns about its content being too simple. One participant commented that: "It doesn't really go too in depth on like the struggles of being autistic" (P23, line 44). This participant further expressed that: "I've always had like autistic people in my life" (P23, lines 27-28), suggesting that they already had previous experience with autism. Additionally, another participant who expressed having previous experience with autism commented that: "it's a good- very good start for understanding, it just really really a basic one y'know wouldn't give you information about treatments, about umm... y'know because every autistic people is different" (P25, lines 40-43). These comments suggest that the video

content lacked depth for participants with prior knowledge of autism. Some participants who watched video B also expressed having prior knowledge of autism: “I already know so much” (P20, line 23), which suggests that these participants’ understandings and attitudes towards autism did not significantly change after watching either video.

Theme 3: Getting it to Stick

Another prominent element of each interview was the discovery of how participants best engaged with information. Participants’ thoughts were examined to generate the following sub-themes: ‘a lasting impression’ and ‘at my own pace’.

Sub-Theme 3.1: A Lasting Impression

The recorded interviews with participants revealed a clear preference for video content, in comparison to reading up about new topics. Participants gave various responses to why they preferred videos, including: “I think sometimes when you’re reading information, you can read it and read it and read it and it may not necessarily go in.” (P11, lines 34-36). Another participant also commented: “a video definitely leaves more of an impression in my mind” (P21, lines 43-44). This suggests that some participants find reading information to be quite difficult. This was further echoed by the response of another participant:

I’m a visual learner so I very much like watching something and like listening to like a voice instead of like I dunno reading it on a page and all the words start

blurring together and y- you just like end up falling asleep you're just that bored.

(P23, lines 59-62)

These responses indicate that videos are generally more engaging when gaining knowledge of topics. Following this, it is likely that video content may be an effective tool for increasing access to greater autism awareness, therefore allowing for more people to better understand autism and how it impacts people's lives. One participant expressed: "I like how informative it was, and how umm it... made people with autism... feel normal" (P17, lines 48-49). This implies that videos may have the power to destigmatise conditions such as autism, therefore leading to better attitudes towards autism. For those without previous experience with autism, videos could allow people to more clearly visualise what may be happening to an autistic person, which may further their understanding towards those with autism.

Sub-Theme 3.2: "At My Own Pace"

Although most participants showed a clear preference for videos over written words, there were a few participants that expressed the importance of using both mediums. One participant said: "I like to make notes myself so with a video I'd have to pause it, maybe write things down or go back and forth" (P4, lines 47-49). This suggests that while videos can be useful for engaging with content, they cannot always effectively substitute for written information. This comment also suggests that written information

may work more effectively for some participants at reminding them of what they have already learnt. This preference was also expressed by another participant:

It would have been better to have like a bit of written information and a video because... sometimes I sort of like doze off a bit- no not doze off but like- my attention span's a bit... but having- if it's written information I can go at my own pace. (P10, lines 63-66)

Like the previously discussed response, this comment additionally suggests that the use of both videos and written information can benefit participants' engagement with new topics. Furthermore, another participant discussed their thoughts on the disadvantages that come with learning through videos alone:

I think if things aren't... written down, they're now being able to be interpreted for you with the way things may be said, with what audio or imagery might be added to it... umm... so it is kind of a fear especially. (P18, lines 69-72)

This response provided a new perspective on video information that had not been considered in other interviews. This participant suggested that video information can be biased and thus can influence how learners come to perceive the topics they discuss. Despite this participant also admitting to preferring videos for learning, they bring up a valid concern of video information that could impact peoples' learning. It is worth noting, however, that biases may additionally be present in written information as its authors may place focus on their own views within text as well as video. This potential

manipulation of information can influence peoples' perceptions towards autism and may misrepresent what autism is and how it can impact peoples' lives.

Chapter Four – Discussion

The results of this study found that participants' understanding of autism weakly correlated with their attitudes towards autism. This correlation became stronger in study stage two. No significant differences were reported between participants' understanding of autism or participants' attitudes towards autism between study stages. Additionally, no significant differences were found between responses for participants in study stage two between each video condition. Qualitative responses given by participants in study stage two varied, with some participants expressing having learnt from the information provided in the video watched but others reporting having learnt nothing new. Similarly, there was a mix in responses to participants' perspectives of autism, with some participants expressing a change in perspective during the study and some reporting no changes. Finally, thematic analysis of participants' responses revealed participants' perceptions of the video they watched (Video A: 'What is Autism?' or Video B: 'Dawn's Story').

Findings from the current study indicate that participants generally held positive attitudes towards autism and had good knowledge of autism. This reflects previous findings by Kuzminski et al. (2019), who also observed generally good knowledge and positive perceptions towards autism in their Australian participant sample. This could imply that people have similar attitudes towards autism in Australia and Wales. Furthermore, both the current study as well as the research conducted by Kuzminski et al. (2019) used the Societal Attitudes Towards Autism (SATA) scale (Flood et al., 2013),

meaning that the same measures were used between these studies to observe participants' attitudes towards autism. However, research by Jones et al. (2021) contrasts the findings of both the current study, as well as the research by Kuzminski et al. (2019), with their findings indicating that Australian participants had generally poor knowledge and awareness of autism. This suggests that perceptions surrounding autism spectrum disorder are not consistent even among participants from similar areas. However, the findings of these Australian studies do align with the hypotheses of the current study, as participants' attitudes towards autism may be influenced by their understanding of autism. Despite this, the correlation observed in the current study was not strong, which may have been influenced by the participant sample, as the current study used participants studying psychology and counselling. Therefore, it is likely that participants may have already gained knowledge and understanding of autism through their studies. Additionally, it should be noted that level 5 participants received a lecture on autism before completing study stage two. This limits the findings of the current study, as results may be impacted by further confounding variables.

The current study observed that most participants held positive attitudes towards autism. This contrasts previous research by Norris et al. (2024), who found that participants had more negative attitudes towards autistic people compared to non-autistic people. Norris et al. (2024) also observed that participants' attitudes were less negative when viewing a transcription of an interview with an autistic person compared to watching a recording. These findings suggest that further research could

have been implemented into the current study design to observe differences in participants' perceptions of autistic adults between watching a video and reading a vignette. This difference in findings may also be a result of the current participant sample being psychology and counselling students, meaning that participants were more likely to have awareness of autism compared to lay participants.

Although the findings of the current study did observe a correlation between participants' understanding of autism and their attitudes towards autism, this correlation was not strong. This contrasts with research by Sasson and Morrison (2019), who observed that participants' attitudes towards autistic game show candidates improved upon learning that they were autistic. This suggested that participants' attitudes correlated with their understanding of autism. Similarly, research by DeBrabander et al. (2019) found that participants, both autistic and non-autistic, had poorer impressions of autistic individuals compared to non-autistic individuals. For non-autistic participants only, impressions improved after receiving the diagnostic status of individuals. This could suggest that attitudes towards autism improve upon gaining more awareness of autism. These differences in findings indicate that the observations reported within the current study are not replicable in other research. However, research by Mac Cárthaigh and López (2020) indicated that participants' understanding of autism did not significantly impact their attitudes towards autism. This suggests that the findings of the current study may indeed be replicable.

The findings of the current study found no significant differences between participants' attitudes towards autism and their understanding of autism. There were also no significant changes in participants' responses after watching a video about autism. These findings differ from the findings of Zarokanellou et al. (2024), who observed that participants reported more favourable attitudes towards autistic individuals compared to non-autistic individuals, and that participants' impressions improved when the observed individual was labelled as autistic. Similar to the findings of Sasson and Morrison (2019), these findings similarly suggest that participants with low awareness of autism are more likely to have fewer positive attitudes towards autism. It is worth noting, however, that participants' responses may have been influenced by social desirability. This could impact results if participants' responses do not reflect their true perceptions. This is a limitation of both the current study, as well as previous literature exploring attitudes towards autism. Previous research conducted by Dickter et al. (2020) observed that participants were found to have negative implicit biases towards autism despite having positive explicit attitudes towards autism. This suggests that participants may be influenced by social desirability when describing their attitudes towards autism. It is also possible that participants' answers given in stage two may have been influenced in this way by the video they watched, however, this difference was not significant. Additionally, this effect could have resulted from participants being informed of the study's aims before completing the study. This effect could additionally have been implied to influence previous findings regarding perceptions of autism (Sasson & Morrison, 2019; Zarokanellou et al., 2024).

The current study aimed to observe the differences in participants' responses before and after watching a video about autism. In the current study, no significant difference was found between participants' responses before and after watching a video about autism. This contrasts research by Scheerer et al. (2022), who observed that participants reported higher ratings towards autistic adults after receiving an informative presentation compared to their rating before the presentation. However, there are key differences in the methodology between the research of Scheerer et al. (2022) and the current study, as the participant samples had some differences. The participant sample used in the study by Scheerer et al. (2022) consisted of high school students who may not have had previous experience with autism. In contrast, the participant sample used in the current study consisted of psychology and counselling students. As previously highlighted, it is likely that the current participant sample had previous knowledge of autism from their studies, which may have impacted participants' responses.

The current study did not observe any significant differences between participants' survey responses between those who watched video A (a brief, impersonal introduction to autism spectrum disorder) and those who watched video B (a recording of a personal interview with an autistic adult) in study stage two. This differs from previous research into the influences of different learning materials. Previous explorations into ways of processing information have indicated that personal accounts and stories are more effective at allowing for people to understand and take in new

information compared to more formal methods without the integration of storytelling (Bove & Tryon, 2018; Butcher, 2006).

Findings from the interviews conducted in study stage two indicated that participants who already have prior experiences with autism did not report any differences in their understanding of autism after watching a video about autism in the study. This correlates with the findings of Morris et al. (2024), who also observed that participants with previous experience with autism reported having a greater understanding of autism. Research by Jones et al. (2021) also found that those with previous experience with autistic people also had greater autism awareness. The current study also observed this during the stage two interviews, where some participants mentioned having previous experience with autism. This highlights a limitation of the current study, as measures were not in place to examine participants' experiences with autism. However, this variable was explored in some of the interviews with participants in study stage two, where some participants discussed having previous experience with autistic people. Furthermore, the responses of these participants indicated that participants who knew an autistic person were more empathetic towards autistic people. This therefore suggests that further research could be done to explore the influences of empathy on participants' attitudes and understanding of autism.

Responses from the interviews in the current study showed that many participants believed autistic people to be no different from them. This was apparent in some participants who watched video B. In contrast to these findings, research by Cage et al. (2019) observed that participants believed autistic people to be different from them. Both this research (Cage et al., 2019) and the current study reported that participants had good autism awareness via the AAS (Tipton & Blacher, 2014). Participants in the current study who watched video B were shown the account of an autistic individual. However, Cage et al. (2019), used an impersonal vignette describing an autistic person. This may have influenced participants' responses to the questions asked by the researcher, as the thematic analysis revealed that many participants who watched video B felt a sense of sympathy or empathy towards Dawn's story. These findings bring further questions to the influence of empathy on participants' responses, therefore further research may be needed to explore interactions between empathy and perceptions of autism.

Although the current study has contributed to the field of autism research, there are several other limitations to this research. The pilot conducted for study stage two included only three participants, therefore limiting the findings of the pilot. Additionally, the environmental conditions of the pilot study differed from study stage two, meaning that results from the pilot may have been influenced by confounding variables present in the study environment. Furthermore, the pilot was conducted using a different demographic sample compared to the current study, which may have impacted

participants' responses. This limits the findings of the pilot, as a student sample was not used and therefore the findings do not reflect the participant sample used in the current study.

When completing the study, some participants provided an alternative ID code instead of their EMS ID. These alternative codes (university ID and EMS user ID) could be used to identify participants to the researcher, meaning that their data would not remain anonymous. Despite this limitation, these ID codes were used by the researcher solely for the purpose of linking participant data between study stages. No identification codes were included in the final data sample used for analysis. To mitigate this risk in the future, an example of an EMS ID code could be included alongside a description of the code in the demographics form.

To conclude, the findings of the current study provide mixed results that contradict much of previous research into perceptions of autism (e.g., Norris et al., 2024; Scheerer et al., 2022). Despite this, these findings are not completely unfamiliar to the field of autism research (e.g., Mac Cárthaigh & López, 2020; Morris et al., 2024), although these findings are not commonly observed. There were several limitations to the findings of the current study, including the presence of an informed participant sample consisting of psychology and counselling students. Due to this, the findings of the current study cannot represent the attitudes and knowledge held by alternative

participant samples, such as the lay population. The limitations presented in this study may suggest that further research into peoples' attitudes towards and understandings of autism should aim to encompass a wider range of participants in their sample to include various perspectives relating to previous autism knowledge and experience.

Additionally, findings from study stage two suggest that there are other variables that contribute to people's attitudes and understanding of autism, such as their previous experience with autism and feelings of empathy towards autistic people. Furthermore, comparative research across cultures may reveal additional insights into global perspective regarding autism spectrum disorder. Some previous research has observed different findings amongst participant samples across the world (e.g., Alyami et al., 2022; Kuzminski et al., 2019; Mac Cárthaigh & López, 2020), therefore indicating that perceptions of autism differ across different parts of the world.

References

- Alyami, H. S., Naser, A. Y., Alyami, M. H., Alharethi, S. H., & Alyami, A. M. (2022). Knowledge and attitudes towards autism spectrum disorder in Saudi Arabia. *International Journal of Environmental Research and Public Health*, 19(6), 3648.
- Bailey, A. J. (2012). Autism in adults. *Autism Research*, 5(1), 1-2.
- Bove, A., & Tryon, R (2018). The power of storytelling: The experiences of incarcerated women sharing their stories. *International Journal of Offender Therapy and Comparative Criminology*, 62(15), 4814-4833.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.
- Butcher, S. E. (2006). Narrative as a teaching strategy. *Journal of Correctional Education*, 57(3), 195-208.
- Cage, E., Di Monaco, J., & Newell, V. (2019). Understanding, attitudes and dehumanisation towards autistic people. *Autism: The International Journal of Research and Practice*, 23(6), 1373-1383.
- Cage, E., & Howes, J. (2020). Dropping out and moving on: A qualitative study of autistic people's experiences of university. *Autism: The International Journal of Research and Practice*, 24(7), 1664-1675.
- Clarke, V., & Braun, V. (2017). Thematic analysis. *The Journal of Positive Psychology*, 12(3), 297-298.
- Cooper, K., Smith, L. G. E., & Russell, A. (2017). Social identity, self-esteem, and mental health in autism. *European Journal of Social Psychology*, 47(7), 844-854. <http://dx.doi.org/10.1002/ejsp.2297>
- Crane, L., Batty, R., Adeyinka, H., Goddard, L., Henry, L. A., & Hill, E. L. (2018). Autism diagnosis in the United Kingdom: Perspectives of autistic adults, parents and professionals. *Journal of Autism and Developmental Disorders*, 48(11), 3761-3772.
- DeBrabander, K. M., Morrison, K. E., Jones, D. R., Faso, D. J., Chmielewski, M., & Sasson, N. J. (2019). Do first impressions of autistic adults differ between autistic and nonautistic observers? *Autism in Adulthood*, 1(4), 250-257.
- Dickter, C. L., Burk, J. A., Zeman, J. L., & Taylor, S. C. (2020). Implicit and explicit attitudes toward autistic adults. *Autism in Adulthood*, 2(2), 144-151.

- Dillenburger, K., Jordan, J. A., McKerr, L., Devine, P., & Keenan, M. (2013). Awareness and knowledge of autism and autism interventions: A general population survey. *Research in Autism Spectrum Disorders*, 7(12), 1558-1567.
- Elmose, M. (2020). Understanding loneliness and social relationships in autism: The reflections of autistic adults. *Nordic Psychology*, 72, 3-22.
- Flood, L. N., Bulgrin, A., & Morgan, B. L. (2013). Piecing together the puzzle: Development of the societal attitudes towards autism (SATA) scale. *Journal of Research in Special Educational Needs*, 13(2), 121-128.
- Howlin, P., & Taylor, J. L. (2015). Addressing the need for high quality research on autism in adulthood. *Autism: The International Journal of Research and Practice*, 19(7), 771-773.
- Hwang, Y. I. (J.), Foley, K. R., & Troller, J. N. (2017). Aging well on the autistic spectrum: The perspectives of autistic adults and carers. *International Psychogeriatrics*, 29(12), 2033-2046.
- Jones, S. C., Akram, M., Gordon, C. S., Murphy, N., & Sharkie, F. (2021). Autism in Australia: Community knowledge and autistic peoples' experiences. *Journal of Autism and Developmental Disorders*, 51(10), 3677-3689.
- Kuzminski, R., Netto, J., Wilson, J., Falker, T., Chamberlain, A., & Falker, M. (2019). Linking knowledge and attitudes: Determining neurotypical knowledge about and attitudes towards autism. *Plos One*, 14(7), 0220197.
- Mac Cárthaigh, S., & López, B. (2020). Factually based autism awareness campaigns may not always be affective in changing attitudes towards autism: Evidence from British and South Korean nursing students. *Autism: The International Journal of Research and Practice*, 24(5), 1177-1190.
- Maloret, P., & Scott, T. (2018). Don't ask me what's the matter, ask me what matters: Acute mental health facility experiences of people living with autism spectrum conditions. *Journal of Psychiatric and Mental Health Nursing*, 25, 49-59.
<https://doi.org/10.1111/jpm.12438>
- Mo, S., Viljoen, N., & Sharma, S. (2022). The impact of socio-cultural values on autistic women: An interpretative phenomenological analysis. *Autism: The International Journal of Research and Practice*, 26(4), 951-962.
- Morris, V., Hendry, G., Wilson, C., Gillespie-Smith, K., & Ballantyne, C. (2024). A comparison of attitudes and knowledge towards autism based on adult sibling experiences. *Journal of Adult Development*, 31(2), 117-129.

- Norris, J. E., Nicholson, J., Prosser, R., Farrell, J., Remington, A., Crane, L., Hull, L., & Maras, K. (2024). Perceptions of autistic and non-autistic adults in employment interviews: The role of impression management. *Research in Autism Spectrum Disorders*, 112, 102333.
- Perry, E., Mandy, W., Hull, L., & Cage, E. (2022). Understanding camouflaging as a response to autism-related stigma: A social identity theory approach. *Journal of Autism and Developmental Disorders*, 52(2), 800-810.
<https://doi.org/10.1007/s10803-021-04987-w>
- Petty, S., Trickett, A., Thompson, K., Garbutt, R., & Saunders, M. (2023). Revising our understanding of emotional distress for autistic adults; call for research. *Current Psychology*, 42(25), 21518-21521.
- Rujeedawa, T., & Zaman, S. H. (2022). The diagnosis and management of autism spectrum disorder (ASD) in adult females in the presence or absence of an intellectual disability. *International Journal of Environmental Research and Public Health*, 19(3), 1315. <https://doi.org/10.3390/ijerph19031315>
- Sasson, N. J., & Morrison, K. E. (2019). First impressions of adults with autism improve with diagnostic disclosure and increased autism knowledge of peers. *Autism: The International Journal of Research and Practice*, 23, 50-59.
- Scheerer, N. E., Boucher, T. Q., Sasson, N. J., & Iarocci, G. (2022). Effects of an educational presentation about autism on high school students' perceptions of autistic adults. *Autism in Adulthood*, 4(3), 203-213.
- Stagg, S. D., & Belcher, H. (2019). Living with autism without knowing: A diagnosis in later life. *Health Psychology & Behavioral Medicine*, 7, 348-361.
<https://doi.org/10.1080/21642850.2019.1684920>
- Stevenson, J. L., & Mowad, T. G. (2019). Explicit associations with autism and disability. *Autism in Adulthood*, 1(4), 258-267.
- Tajfel, H., Turner, J. (1979). An Integrative Theory of Intergroup Conflict. In W. G. Austin & S. Worschel (eds.). *The Social Psychology of Intergroup Relations*. Monterey, CA: Brooks/Cole Publishing Company.
- Tipton, L. A., & Blacher, J. (2014). Brief report: Autism awareness: Views from a campus community. *Journal of Autism and Developmental Disorders*, 44(2), 477-483.

- Tsirgiotis, J. M., Young, R. L., & Weber, N. (2024). A comparison of the presentations of males and females with autism spectrum disorder and those narrowly below the diagnostic threshold. *Autism: The International Journal of Research and Practice* 28(4), 1029-1044.
<https://doi-org.ezproxy.uwtsd.ac.uk/10.1177/13623613231190682>
- Waldock, K. E., & Forrester-Jones, R. (2020). An exploratory study of attitudes towards autism amongst church-going Christians in the south east of England, United Kingdom. *Journal of Disability & Religion*, 24(4), 349-370.
- Zarokanellou, V., Papagiannopoulou, E., Gryparis, A., Siafaka, V., Tafiadis, D., Ntre, V., & Ziavra, N. (2024). Healthcare students' perceptions and attitudes towards peers with autism spectrum disorders. *Journal of Autism and Developmental Disorders*.

Appendices

Appendix A – Proposal Form



ECPS6001: Psychology Empirical Project Research Proposal

Assessment Component 1: Research proposal (1,000 words) worth 10% of the overall module mark for the Psychology Empirical Project. The proposal form will be marked in line with the Level Six Grading Rubric. The boxes below will expand as you type.

Student Name and University ID number:	Olivia Lovell 2201654@uwtsd.ac.uk
Proposed Supervisor's name:	<i>Only complete this if you have already been in contact with a potential supervisor who has agreed to supervise you in principle.</i> Judith Marshall

Psychology Research Area (tick all that apply)

Social Psychology x	Developmental Psychology	Biological Psychology	Forensic Psychology
Health Psychology	Individual Differences x	Educational Psychology	Political Psychology
Cognitive Psychology	Clinical Psychology	Counselling Psychology	Occupational Psychology
<i>Other: indicate briefly (not included in word count)</i>			

Proposed Study Design (tick all that apply)

Quantitative x	Experimental	Applied (with UWTSd students)	Online Questionnaire Survey x
Qualitative	Quasi Experimental	Focus Groups	Online
Mixed Methods x	Applied (with external organisation)	Interviews	Lab-based study x
<i>If Applied, and involving an external organisation, please indicate your plans for gaining appropriate approvals from the organisation: (not included in the word count)</i>		<i>Other study design: indicate briefly (not included in word count)</i>	

Suggested Research Title/Area: (between 10-15 words and must reflect the essence of your proposed research question, study design and study population and should be more specific than a broad topic area).

Understanding versus attitude: do knowledge and understanding of autism impact peoples' attitudes towards autistic adults?

Background: 250 words

Why is your study important? What theory and empirical research evidence supports your research question? (Please provide a rationale for your study including a brief review of relevant psychological literature and theory and a minimum of five references).

Perceptions of autism have been historically negative (e.g. Yokota & Tanaka, 2024), due to perceived differences in social interactions observed in autistic individuals. As much of research into autism places emphasis on the experiences and characteristics of autistic children (Bailey, 2012), there may be a deficit in the general population's understanding of how autism can impact the lives of adults (Mac Cárthaigh & López, 2019). Autistic adults have previously reported to feel poorly understood by their non-autistic peers (Griffith et al., 2012, as cited in Cage et al., 2019). Cage et al. (2019) observed participants' knowledge and attitudes towards autistic individuals. Findings indicate that participants held good knowledge regarding autism, as measured using the Autism Awareness Scale (Tipton & Blacher, 2014). Observed results indicate that female participants held more positive attitudes towards autism compared to male participants.

Several studies have explored ways of measuring people's attitudes towards those with autism, resulting in the development of various measurement scales. One such scale is the Societal Attitudes Towards Autism (SATA) scale (Flood et al., 2013), which was developed to assess the understanding of autism held by non-autistic individuals. Kuzminski et al. (2019), for example, have used the SATA scale to assess the attitudes of neurotypical adults living in Australia. Here, it was observed that most participants held positive attitudes towards autistic individuals, to the surprise of the researchers. Such findings suggest that different results may be obtained depending on various factors, such as the location of participants, or participants' exposure to autistic individuals.

References

- Bailey, A. J. (2012). Autism in adults. *Autism Research*, 5(1), 1-2.
- Cage, E., Di Monaco, J., & Newell, V. (2019). Understanding, attitudes and dehumanisation towards autistic people. *Autism: The International Journal of Research and Practice*, 23(6), 1373-1383.
- Flood, L. N., Bulgrin, A., & Morgan, B. L. (2013). Piecing together the puzzle: Development of the societal attitudes towards autism (SATA) scale. *Journal of Research in Special Educational Needs*, 13(2), 121-128.
- Kuzminski, R., Netto, J., Wilson, J., Falke, T., Chamberlain, A., & Falke, M. (2019). Linking knowledge and attitudes: Determining neurotypical knowledge about and attitudes towards autism. *Plos One*, 14(7), 0220197.
- Mac Cárthaigh, S., & López, B. (2020). Factually based autism awareness campaigns may not always be effective in changing attitudes towards autism: Evidence from British and South Korean nursing students. *Autism: The International Journal of Research and Practice*, 24(5), 1177-1190.
- Tipton, L. A., & Blacher, J. (2014). Autism awareness: Views from a campus community. *Journal of Autism and Developmental Disorders*, 44(2), 477-483.
- Yokota, S., & Tanaka, M. (2024). Less negative implicit attitudes towards autism spectrum disorder in university students: A comparison with physical disabilities. *Journal of Autism and Developmental Disorders*, 54(1), 182-192.

Please state the main research question(s) or hypotheses(s): (100 words max)

The aim of the current study is to investigate the potential impact that peoples' understanding of autism could have on their attitudes towards autistic adults. This will be explored by analysing the responses of participants before and after watching either an informative video on autism or a personal interview showing the perspective of an autistic adult (see method). This study also aims to explore how these videos may impact the perspective of

participants. This will be done by asking participants a series of short questions following the survey, where the researcher will record responses via paper notes.

Methodological Details (500 words).

Please summarise the key methodological approach: (you can include copies of proposed study materials as appendices if you wish). You must include details of the following:

- **Participants:** Who will your participants be, how will you access and recruit them, and how many are needed?
- **Design:** Using appropriate terminology clearly define key elements of your design (IVs, DVs, Qual approach, expt. manipulations etc). How do you plan to analyse your main data?
- **Materials:** What are the main measures, scales, experimental tools or other materials required for your study?
- **Procedure:** How will you carry out the study – define briefly what will happen to a participant in your study from the point of consent to the study debrief.

Participants

Participants will be recruited from UWTSU's psychology and counselling cohort via the Experiment Management System (EMS). Students will complete the first stage of the study online as part of the EMS sign-up process. There will be a minimum of 30 participants, as students will be expected to complete stage one upon signing up to EMS. Once the second stage is available, students can sign up to participate via EMS.

Design

This study will use a mixed methods approach, where participants will provide data using a Qualtrics survey and verbal response. This survey will record responses for participants' attitudes towards autism, which is the dependent variable. The independent variable will be the impact of an informative video, which consists of two levels in the current study: the impact of a brief informative video, and the impact of an interview recording. Each participant will provide data for the first stage of the experiment as part of the EMS sign up process. Participants who continue onto stage two will provide data for one of the level conditions (see procedure). A paired samples t-test will be used to analyse the data.

Materials

The Societal Attitudes Towards Autism (SATA) scale (Flood et al., 2013) will be used within the study to record participants' attitudes towards autism using a four-point Likert scale ranging from strongly disagree to strongly agree. The Autism Awareness Scale (AAS; Tipton & Blacher, 2014) will be used to assess participants' understanding of autism using a five-point Likert scale ranging from disagree to agree. The SATA scale and AAS will be presented to participants at each stage via a Qualtrics survey, which participants will have access to upon signing up to EMS. In the second stage of the study, participants will view either 'what is autism?' (<https://www.youtube.com/watch?v=Lk4ps8jGN4U>) or 'Dawn's story' (<https://www.youtube.com/watch?v=5P7RM4EnRQA>) before re-completing the AAS and SATA scale. The psychology labs at UWTSU IQ campus will be used during the second phase of the study.

Procedure

Stage one will occur as part of the sign-up process to EMS. Students studying psychology and counselling at UWTSU will be asked to complete a Qualtrics survey, where they will be asked to complete the Autism Awareness Survey (AAS; Tipton & Blacher, 2014), and the Societal Attitudes Towards Autism scale (SATA; Flood et al., 2013). During the second stage, students can sign up to participate via EMS. This stage will take place in the psychology labs at UWTSU's IQ campus. Participants will be greeted by the researcher and escorted inside the lab. Here, participants will be asked to read the study information sheet and confirm their consent to take part via the study consent form. Once consent has been obtained, participants will be shown one of two videos: 'what is autism?' (<https://www.youtube.com/watch?v=Lk4ps8jGN4U>) or 'Dawn's story' (<https://www.youtube.com/watch?v=5P7RM4EnRQA>). Following this, participants will recomplete the SATA scale and AAS. After completing the questionnaires, the researcher will ask participants a few questions regarding their thoughts of either video, where participants' responses will be recorded on paper. Participants will be debriefed by the researcher before being escorted out of the lab.

Key Ethical considerations (150 words)

In this section you are required to briefly outline any specific ethical considerations for your project. All projects will be expected to adhere to the BPS code of human research ethics, and you will need to submit a full ethics form which will document your specific processes for informed consent, debriefing, and data protection. Here you need to briefly note additional or specific key ethical considerations for your particular project e.g. potential for distress or discomfort, any deception, research with vulnerable populations or sensitive topic areas, and briefly outline how you expect to manage these risks within your project.

Autism is broad topic and could impact participants in various ways. For some participants, their current understanding of autism might be poor. This could cause distress to some participants, who may feel upset upon realising their lack of knowledge of autism. Furthermore, participants may have personal experience with autism. In this circumstance, it may be upsetting to experience some survey questions (e.g. "People with autism should not have children"; Societal Attitudes Towards Autism; Flood et al., 2013). To manage these risks, the study consent form, debrief form and information sheet will clearly outline the tasks involved within the study and what is expected of each participant. Throughout the duration of the study, participants will be reminded that their participation is voluntary, and their data shall remain anonymous. Should they no longer wish to participate at any point during the study, they should inform the researcher immediately.

Appendix B – Ethics Form



PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

This document is also available in Welsh.

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Olivia Lovell			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	Institute of Education and Humanities/Psychology and Counselling			

April 2022* 1PG2 Ethical Approval Form



PG2 / E1 FORM

4	Campus:	Swansea
5	E-mail address:	2201654@student.uwtsd.ac.uk
6	Contact Telephone Number:	
For students:		
7	Student Number:	2201654
8	Programme of Study:	BSc Psychology
9	Director of Studies/Supervisor:	Dr Judith Marshall

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
Date					
2	If Yes , please indicate source of approval (and date where known): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degrees Committee	☐		
		Institute Research Committee	☐		
		Other (write in) Dr. Judith Marshall (Dissertation Supervisor)	☒		13/08/2024

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	UWTSD Research Ethics & Integrity Code of Practice ☒
2	UWTSD Research Data Management Policy ☒
3	BPS Code of Ethics and Conduct (December 2021) ☒
4	BPS Code of Human Research Ethics (April 2021) ☒
5	BPS Data Protection Regulation Guidance for Researchers (December 2018) ☒
6	BPS Ethics Guidelines for Internet-Mediated Research (June 2021) ☒

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution					
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?	YES	☐	NO	☐	
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
7		Employed	YES	☐	NO	☐
8	Is the research being undertaken within an existing UWTSD <u>Athrofa</u> Professional Learning Partnership (APLP)?	If <u>YES</u> then the permission question below does not need to be answered.	YES	☐	NO	☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
	If <u>Yes</u> , please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	Understanding versus attitude: do knowledge and understanding of autism impact peoples' attitudes towards autistic adults?	
2	Proposed start date:	November 2024	Proposed end date: May 2024
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: • Purpose of Research Activity • Proposed Research Question • Aims of Research Activity • Objectives of Research Activity Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain • What the research activity will add to the body of knowledge • How it addresses an area of importance.		
3	Purpose of Research Activity Perceptions of autism have been historically negative (e.g. Yokota & Tanaka, 2024), due to perceived differences in interactions observed in autistic individuals. As much of research into autism emphasises the experiences and characteristics of autistic children (Bailey, 2012), there may		

be a deficit in the general population's understanding of how autism can impact the lives of adults (Mac Cárthaigh & López, 2019). Autistic adults have previously reported to feel poorly understood by their non-autistic peers (Griffith et al., 2012, as cited in Cage et al., 2019). Cage et al. (2019) observed participants' knowledge and attitudes towards autistic individuals. Findings indicate that participants held good knowledge regarding autism, as measured using the Autism Awareness Scale (Tipton & Blacher, 2014). Results indicated that female participants held more positive attitudes towards autism compared to male participants. It has also been observed that individuals with autistic peers are more likely to understand autism (Morris et al., 2024).

Several studies have explored ways of measuring people's attitudes towards autism, resulting in the development of various measurement scales. One such scale is the Societal Attitudes Towards Autism (SATA) scale (Flood et al., 2013). Kuzminski et al. (2019) have used the SATA scale to assess the attitudes of neurotypical adults living in Australia. Findings indicated that most participants held positive attitudes towards autistic individuals, to the surprise of the researchers. Such findings suggest that different results may be obtained depending on various factors, such as the location of participants, or participants' exposure to autistic individuals. Furthermore, there is evidence to suggest that informative content, such as an educational presentation, can positively influence people's perceptions of autistic people (Scheerer et al., 2022). Previous research has also indicated that sharing stories can enhance a person's ability to learn and connect with information (Butcher, 2006; Bove & Tryon, 2018).

References

- Bailey, A. J. (2012). Autism in adults. *Autism Research*, 5(1), 1-2.
- Bove, A., & Tryon, R (2018). The power of storytelling: The experiences of incarcerated women sharing their stories. *International Journal of Offender Therapy and Comparative Criminology*, 62(15), 4814-4833.
- Butcher, S. E. (2006). Narrative as a teaching strategy. *Journal of Correctional Education*, 57(3), 195-208.
- Cage, E., Di Monaco, J., & Newell, V. (2019). Understanding, attitudes and dehumanisation towards autistic people. *Autism: The International Journal of Research and Practice*, 23(6), 1373-1383.
- Flood, L. N., Bulgin, A., & Morgan, B. L. (2013). Piecing together the puzzle: Development of the societal attitudes towards autism (SATA) scale. *Journal of Research in Special Educational Needs*, 13(2), 121-128.
- Kuzminski, R., Netto, J., Wilson, J., Falker, T., Chamberlain, A., & Falker, M. (2019). Linking knowledge and attitudes: Determining neurotypical knowledge about and attitudes towards autism. *Plos One*, 14(7), 0220197.
- Mac Cárthaigh, S., & López, B. (2020). Factually based autism awareness campaigns may not always be effective in changing attitudes towards autism: Evidence from British and South Korean nursing students. *Autism: The International Journal of Research and Practice*, 24(5), 1177-1190.
- Morris, V., Hendry, G., Wilson, C., Gillespie-Smith, K., & Ballantyne, C. (2024). A comparison of attitudes and knowledge towards autism based on adult sibling experiences. *Journal of Adult Development*, 31(2), 117-129.

	Scheerer, N. E., Boucher, T. Q., Sasson, N. J., & Iarocci, G. (2022). Effects of an educational presentation about autism on high school students' perceptions of autistic adults. <i>Autism in Adulthood</i>, 4(3), 203-213. Tipton, L. A., & Blacher, J. (2014). Autism awareness: Views from a campus community. <i>Journal of Autism and Developmental Disorders</i>, 44(2), 477-483. Yokota, S., & Tanaka, M. (2024). Less negative implicit attitudes towards autism spectrum disorder in university students: A comparison with physical disabilities. <i>Journal of Autism and Developmental Disorders</i>, 54(1), 182-192. (this box should expand as you type)
4	Research Question To explore the potential impact of video information on peoples' understanding of, and attitudes towards autistic adults. Hypothesis 1: Participants who indicate a greater understanding of autism (i.e. receiving a higher score on the Autism Awareness Survey; AAS; Tipton & Blacher, 2014) will also indicate more positive attitudes towards autism (i.e. receiving a higher score on the Societal Attitudes Towards Autism (SATA) scale; Flood et al., 2013). Hypothesis 2: Participants will indicate significantly more positive responses to the survey questions after watching an informative video than they did before watching it. Hypothesis 3: There will be significant differences in the 'after video' responses between the two groups based on the video watched. Further Research Question (Qualitative): To explore participants' perceptions of the two different videos and their impact on participants' responses. (this box should expand as you type)
5	Aims of Research Activity To contribute to the field of research regarding autism spectrum disorder by investigating the following: - The attitudes towards and understanding of autism held by individuals without a known personal connection to an autistic individual. - The potential impact that participants' understanding of autism has on participants' attitudes towards autistic adults (i.e. do people with a greater understanding of autism spectrum disorder have a more positive attitude towards autistic adults?). - The effects of different formats of information on improving peoples' perceptions of autism. (this box should expand as you type)
6	Objectives of Research Activity The study aims will be achieved by investigating: - How participants' attitudes towards autism may be impacted by their level of knowledge and understanding of autism. - Whether participants' understanding of autism can be improved upon watching an informative video. - The impact the informative videos had on the perceptions of participants (i.e. the potential difference in participants' responses to the survey before and after watching an informative video).

	- Potential differences between participants' responses following the viewing of either a basic informative video regarding autism or an interview recording with an autistic adult. - Participants' thoughts and perceptions of the video they watched and exploring the potential differences in perceptions between the two different videos. (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods <u>here</u>, <u>but</u> should instead describe how you intend to collect the data necessary for you to complete your project.
	Design A mixed methods approach will be used during this study, where participants' data will be collected using a Qualtrics survey online (stage one) and in the psychology labs at UWTSU (stage two). The Qualtrics survey will be used to record participants' attitudes towards autism, which will be the dependent variable. The independent variable will be the observed impact of an informative video regarding autism. This will consist of two levels between two groups of participants, where one group will view a basic informative video about autism and another group will view a brief interview with an autistic adult. All participants will provide data for the first stage of the study as part of the sign-up process to the Experiment Management System (EMS). During stage two, participants will be allocated a unique study ID. Odd and even ID numbers will determine which video is viewed. A paired samples t-test will be used to analyse the quantitative data collected. A qualitative element will be included in stage two to gauge participants' perceptions of the video they viewed. Qualitative responses to interview questions asked by the researcher will be recorded and later transcribed, for analysis.
7	Materials The Societal Attitudes Towards Autism (SATA) scale (Flood et al., 2013) will be used during both stages to record participants' attitudes towards autism. A four-point Likert scale will be used, ranging from strongly disagree to strongly agree. The Autism Awareness Survey (AAS; Tipton & Blacher, 2014) will also be used during both study stages to assess participants understanding and awareness regarding autism using a five-point Likert scale ranging from disagree to agree. Both the SATA scale and AAS will be completed by participants via Qualtrics. In stage one, this survey will become accessible online to participants upon signing up to EMS. In stage two, participants will access the survey within the psychology labs at UWTSU's Swansea IQ campus. Here, participants will watch a short video clip before completing the questionnaires. Participants will view either 'what is autism?' (https://www.youtube.com/watch?v=Lk4qs8jGN4U) or 'Dawn's story' (https://www.youtube.com/watch?v=5P7RM4EnRQA). At the end of stage two, a brief interview will be conducted to record participants' perceptions of the video they watched. Participants' responses to questions (see Appendix F) will be audio-recorded. Procedure The first stage of the study will occur as part of the sign-up process to the EMS. All students studying psychology and counselling at UWTSU will be asked to complete a Qualtrics survey, where they will complete the Autism Awareness Survey (AAS; Tipton & Blacher, 2014) and the Societal Attitudes Towards Autism (SATA) scale (Flood et al., 2013). During the second stage of the study, students will be able to sign up to take part using EMS. Stage two will take place within the psychology labs at UWTSU's Swansea IQ campus. Participants will be greeted by the researcher upon arrival to the psychology labs and will be escorted to a computer inside the lab. Here,

	participants will first be asked to read through the study information sheet and consent form to ensure that they are fully aware of the details of the study. Once participants have provided their consent to take part, the researcher will turn their attention to the computer screen, where they will be asked to watch either 'what is autism?' (https://www.youtube.com/watch?v=Lk4qs8jGN4U) or 'Dawn's story' (https://www.youtube.com/watch?v=5P7RM4EnRQA). Once the video has ended, participants will be asked to complete both the AAS and SATA scale. Once both questionnaires are complete, the researcher will re-enter the room and ask participants questions regarding their thoughts on the informative video. Participants responses will be recorded by the researcher. Finally, participants will be debriefed by the researcher before being escorted out of the psychology lab. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	The first stage of the experiment will take place online via EMS, where participants will be free to complete the study questionnaires via Qualtrics using an appropriate device. The second stage will take place in the psychology laboratory in the IQ building of UWTSU's Swansea campus due to the qualitative questions. (this box should expand as you type)

	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the <u>research</u> then please state this.
9	N/A (this box should expand as you type)

10	Use of documentation not in the public domain: Are any documents NOT publicly available? <table border="1"> <tr> <td>NO</td> <td>☒</td> </tr> <tr> <td>YES</td> <td>☐</td> </tr> </table>	NO	☒	YES	☐
NO	☒				
YES	☐				
11	If <u>Yes</u>, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. (this box should expand as you type)				

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015? <table border="1"> <tr> <td>YES</td> <td>NO</td> </tr> </table>	YES	NO
YES	NO		
12	A prosperous Wales <table border="1"> <tr> <td>☐</td> <td>☒</td> </tr> </table>	☐	☒
☐	☒		

13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☒
15	A more equal Wales	☒	☐
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
The goal of 'A more equal Wales' is to ensure that individuals can achieve their potential regardless of status. For individuals with autism, this can be achieved by increasing awareness and understanding towards autistic individuals so that their needs can be met. This research aims to explore the relationship between peoples' attitudes and understanding of autism so that a greater understanding of autism can be achieved. (this box should expand as you type)			

SECTION F: Scope of Research Activity

Will the research activity include:		YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☒	☐
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☒	☐
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.		
	Details of any other primary data collection method:	☐	☒
(this box should expand as you type)			

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

Who are the intended participants:		YES	NO
1	Students or staff at the University?	☒	☐
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.		
	Details of any other participant groups:	☐	☒
(this box should expand as you type)			



Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?		
10	How many participants are expected?	A minimum of 30 participants are expected to be included within both stages of the study. This is because the first stage of the study will become part of the pre-screen to sign up to the Experiment Management System. Participants will be notified that there are two study stages and will be encouraged to sign up for both. (this box should expand as you type)
11	Who will the participants be?	All level 4 and level 5 undergraduate students from the Centre of Psychology and Counselling at UWTSB will be asked to complete stage one of the study upon signing up to EMS. (this box should expand as you type)
12	How will you identify the participants?	Participants will only be identified to the researcher using their unique EMS ID. Participants data will be assigned a unique study ID, which will not be traceable back to any participant.

	(this box should expand as you type)
--	--------------------------------------

Information for participants:		YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☒	☒	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
	In study stage one, participants will be asked to provide their consent by selecting the appropriate boxes during the beginning of the questionnaire. Therefore, written consent will not be obtained for stage one. In stage two, participants will provide written consent by reading through and then signing the study consent form. (this box should expand as you type)			

Information for participants:		YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	(this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

Approved for OE Clinical Approval Form

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
1	<table border="1"> <tr> <td>Full risk assessment completed and appended?</td> <td>Yes ☐</td> </tr> <tr> <td></td> <td>No ☒</td> </tr> </table>	Full risk assessment completed and appended?	Yes ☐		No ☒
Full risk assessment completed and appended?	Yes ☐				
	No ☒				
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information <table border="1"> <tr> <td> Risk to participants: 1) The content of the Qualtrics survey contain items that could be negatively interpreted. This may cause upset to participants. 2) Risk of distress – the informative videos could cause upset or embarrassment to some participants. 3) Participants might be identified using the data provided within the study. <i>(this box should expand as you type)</i> </td> <td> How you will mitigate the risk to participants: 1) Participants will be made aware that some of the items used in the survey may cause potential upset before giving their consent to take part. Participants will be reminded that they have the right to withdraw from the study at any point without penalty by notifying the researcher. 2) Participants will be informed prior to participating that they will be asked to watch an informative video regarding autism. Participants will be reminded that they have the right to withdraw during the study. 3) Participants will only be identified throughout the study by their uniquely assigned study ID. When transcribing qualitative data, the researcher will replace any identifiable information with a pseudonym in accordance with the BPS Data Protection Regulation Guidance for Researchers (2018). </td> </tr> </table>	Risk to participants: 1) The content of the Qualtrics survey contain items that could be negatively interpreted. This may cause upset to participants. 2) Risk of distress – the informative videos could cause upset or embarrassment to some participants. 3) Participants might be identified using the data provided within the study. <i>(this box should expand as you type)</i>	How you will mitigate the risk to participants: 1) Participants will be made aware that some of the items used in the survey may cause potential upset before giving their consent to take part. Participants will be reminded that they have the right to withdraw from the study at any point without penalty by notifying the researcher. 2) Participants will be informed prior to participating that they will be asked to watch an informative video regarding autism. Participants will be reminded that they have the right to withdraw during the study. 3) Participants will only be identified throughout the study by their uniquely assigned study ID. When transcribing qualitative data, the researcher will replace any identifiable information with a pseudonym in accordance with the BPS Data Protection Regulation Guidance for Researchers (2018).		
Risk to participants: 1) The content of the Qualtrics survey contain items that could be negatively interpreted. This may cause upset to participants. 2) Risk of distress – the informative videos could cause upset or embarrassment to some participants. 3) Participants might be identified using the data provided within the study. <i>(this box should expand as you type)</i>	How you will mitigate the risk to participants: 1) Participants will be made aware that some of the items used in the survey may cause potential upset before giving their consent to take part. Participants will be reminded that they have the right to withdraw from the study at any point without penalty by notifying the researcher. 2) Participants will be informed prior to participating that they will be asked to watch an informative video regarding autism. Participants will be reminded that they have the right to withdraw during the study. 3) Participants will only be identified throughout the study by their uniquely assigned study ID. When transcribing qualitative data, the researcher will replace any identifiable information with a pseudonym in accordance with the BPS Data Protection Regulation Guidance for Researchers (2018).				
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or <u>actually illegal</u> is discovered <u>in the course of a project</u>, it may need to be disclosed to the proper authorities N/A <i>(this box should expand as you type)</i>				
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest <table border="1"> <tr> <td> Risk to the investigator: 1) There is a possibility that participants will send inappropriate or harmful messages to the researcher. </td> <td> How you will mitigate the risk to the investigator: 1) If any inappropriate messages are received by the researcher, these will be reported to the researcher supervisor </td> </tr> </table>	Risk to the investigator: 1) There is a possibility that participants will send inappropriate or harmful messages to the researcher.	How you will mitigate the risk to the investigator: 1) If any inappropriate messages are received by the researcher, these will be reported to the researcher supervisor		
Risk to the investigator: 1) There is a possibility that participants will send inappropriate or harmful messages to the researcher.	How you will mitigate the risk to the investigator: 1) If any inappropriate messages are received by the researcher, these will be reported to the researcher supervisor				

	2) There is a possibility that participants may have further questions regarding the study that are out of the researcher's scope of expertise as an undergraduate student. 3) The researcher may be accused of improper behaviour when conducting the study. <i>(this box should expand as you type)</i>	where messages can be responded to appropriately. 2) Queries that cannot be answered by the researcher will be passed onto the research supervisor. 3) All appropriate research guidelines, including all ethical guidance from the BPS and UWTSD will be adhered to by the researcher. <i>(this box should expand as you type)</i>
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: 1) While all ethical guidelines will be adhered to throughout the study, there is the possibility that participants may have complaints about the study or researcher, which could negatively affect the image of the university. 2) There is a possibility that the ethical guidelines of the university are not adhered to appropriately during the study. This may cause reputational damage to the university and Psychology and Counselling cohort.	How you will mitigate the risk to the University: 1) The researcher will ensure that interactions with participants remain professional and adhere to the BPS and UWTSD ethical guidelines. However, should a complaint be received, these will be shared with the research supervisor. 2) All relevant ethical guidelines and codes of practice will be reviewed and adhered to by the researcher.
	3) A data leak could potentially occur. <i>(this box should expand as you type)</i>	3) Data collected from participants during the study will be stored in accordance with the UWTSD Research Data Management guidelines. Collection of and storage of data will adhere to the UWTSD Research Ethics & Integrity Code of Practice as well as the ethical guidelines set out by the BPS. All data will be protected via password to minimise the risk of data leakage. <i>(this box should expand as you type)</i>
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: N/A <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: N/A <i>(this box should expand as you type)</i>

Disclosure and Barring Service		YES	NO	N/A
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.			
7	Does your research require you to hold a current DBS Certificate?	☐	☒	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? When participants are signing up for the first stage of the study, they will be informed that the study consists of two stages, and that they are encouraged to sign up for both. Participants will be debriefed at the end of stage one, where they will be informed that the purpose of stage one of the study was to collect data regarding awareness of autism. Participants will also be told that a full study debrief will be provided at the end of study stage two. At the end of the study's second stage, participants will be given a debrief form by the researcher. The researcher will explain to participants that the purpose of the study was to observe the potential impact that people's understanding of autism has towards their attitudes regarding autism. The video shown to participants was used to observe whether changing participants' understanding of autism would influence their responses in the survey. Participants will be given the opportunity to ask the researcher any questions they may have at this time. If participants have further questions they would like to ask the researcher following the study period, they can do so by reaching out to the researcher using the researcher's email address provided in the study debrief form. <i>(this box should expand as you type)</i>
---	--

2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation. When participants begin to complete study stage one, they will first be presented with a digital information sheet, which will outline what will occur during the study. Participants will be informed that the following questionnaire will ask for their understanding of, and attitudes towards autism. Participants will be presented with an online consent form following the information sheet, which they will be advised to read through carefully. Several selectable boxes will appear underneath the online consent form, which participants will be asked to select to indicate their consent to take part. When viewing the stage two study sign up page via EMS, participants will be informed that the study will ask them to watch a short video relating to autism and that they will be asked to complete an autism knowledge questionnaire and autism attitudes questionnaire. Participants will also be informed that they will be asked questions regarding their thoughts on the informative video presented in the study, and that their responses to these questions will be recorded. Once participants have entered the psychology lab with the researcher, the researcher will hand them a study information sheet and consent form, which will restate what is expected of them during the study. Participants will be asked to carefully read through the study information given and will have the opportunity to ask the researcher if they have any questions. Once participants are happy to proceed, they will be asked to sign the study consent form. In study stage two, participants will be
---	--

	asked to sign a separate consent form indicating their consent to participate and to have their responses recorded during the qualitative part of the study. (this box should expand as you type)
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case. Participants will be ensured that their data shall remain anonymous and will be unable to be traced back to them following the completion of the study. All participants will be identified during the study using only a unique study ID. All quantitative data will be automatically anonymised by Qualtrics. Qualitative data collected during the study will be held separately from the survey data, where pseudonyms will be used in place of any names or other identifiable information given by participants. All qualitative data will be anonymised and will remain confidential. (this box should expand as you type)

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data. If YES, provide a description of the data and explain why this data needs to be collected:	☒	☐
2	Participants will be asked to provide their age and gender identification during the study. This anonymised data will be collected for the purpose of producing descriptive statistics in relevance to the data recorded. (this box should expand as you type)		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes). If YES, provide a description of the special category data and explain why this data needs to be collected:	☐	☒
4	(this box should expand as you type)		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☒	☐
6	University computers?	☐	☒
7	Private company computers?	☐	☒
8	Home or other personal computers?	☒	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
10	"Cloud" storage or websites?	☒	☐
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:	All survey data will be stored anonymously using Qualtrics. This data will only be accessible to the researcher and research supervisor and will be protected via password. Any qualitative data collected during the study will be transcribed by the researcher and stored using OneDrive. This data will only be accessible to the researcher and research supervisor and will require personalised login details to access. Data from participants given here will only be referenced with the unique study ID assigned to each participant and will not be linked to any other form of identification for participants. Backup copies of data may be made by the researcher where appropriate using OneDrive. During the study's second stage, participants will provide consent by signing a paper consent form. Written consent obtained from participants in stage two will be stored separately from study data in a lockable cabinet. For data analysis, all Qualtrics data will be converted to an SPSS file and stored on a personal, password protected device owned by the researcher, where the data sets from stage one and stage two will be compared via a paired samples t-test. The recordings from stage two will be uploaded to OneDrive and deleted from the recording device. All recordings will be deleted once the thesis grade has been confirmed at the examinations board. Transcriptions may be printed by the researcher for the purpose of analysis and will be stored separately from written consent in a lockable cabinet. <i>(this box should expand as you type)</i>	

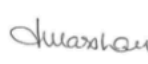
Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☒	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☒	☐
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		

	Survey data will be collected and stored using Qualtrics, which will be accessible with the relevant login details for the researcher and research supervisor. All qualitative data recorded in study stage two will be uploaded to OneDrive and deleted from the recording device. This data will be transcribed by the researcher. All recordings will be deleted from OneDrive following confirmation of the thesis grade. Data will be accessed via OneDrive and will be available to only the researcher and research supervisor. Qualtrics data will later be converted to an SPSS file for the purpose of data analysis and stored on a personal, password protected device owned by the researcher. All final study materials will be presented to the relevant academic staff at UWTSD for the purpose of the researcher's empirical project in the form of a research document and presentation. <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	Olivia Lovell, Judith Marshall		
	<i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Olivia Lovell		
	<i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not <u>why not</u> .		
	Data collected during the study period will be stored on the cloud via Qualtrics. Consent obtained physically in stage two will be stored away from other data in a secure, lockable cabinet. Electronic data will be accessible via password to the researcher and research supervisor. When analysing the data, the researcher will convert Qualtrics data to an SPSS format, which will be stored using a password protected device accessible only to the researcher. Printed copies of qualitative data transcriptions will be stored separately from other data in a lockable cabinet. All data will be stored until the conclusion of this research, after which data will be terminated. All paper forms of data will be destroyed, and electronic data will be deleted following confirmation of thesis grade by the appropriate examination board.		
	<i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If <u>so</u> please explain. <i>(Most relevant to academic staff)</i>		
	No		
	<i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this <u>application</u> I hereby confirm that I undertake to ensure that the <u>above named</u> research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:	Olivia A. Lovell
		Date: 25/09/2024

For STUDENT Submissions:

2	Director of Studies/Supervisor:		Date:
3	Signature:		07/10/2024
			Ethics panel edits checked and accepted 05/11/2024

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where <u>appropriate</u>). ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the <u>above named</u> research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY

Once complete, submit this form via the MyTSD Doctoral College Portal at (<https://mytsd.uwtsd.ac.uk>).

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

April 2022' 17PG2 Ethical Approval Form

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.



PG2 / E1 FORM

Appendices

Appendix A



Centre for Psychology and Counselling
SA1 Campus
Swansea

Study Information Sheet

This document provides key information regarding the study and provides details about what will be expected of you as a participant. Therefore, please read this information carefully before providing your consent to take part.

The purpose of this study is to explore the effect that knowledge and understanding of autism spectrum disorder has on attitudes towards autism. The aim of the study is to determine whether individuals' level of knowledge and understanding of autism has an influence on their attitude towards autism.

During this study you will be required to do the following:

- Fill out an online demographic questionnaire asking you for basic demographic information.
- Completing a measure of understanding of autism spectrum disorder.
 - This will involve responding to a series of 14 items on a scale of 1-5.
- Completing a measure of attitudes towards autism spectrum disorder.
 - This will involve responding to a series of 26 items on a scale of 1-4.

At the end of the study you will be provided with the study debrief.

If you have any questions or concerns about this study, please contact the researcher Olivia Lovell (2201854@student.uwtsd.ac.uk) or the research supervisor Judith Marshall (judith.marshall@uwtsd.ac.uk).

If you are happy to take part in this study, please click the button below to direct you to the consent form for the study.

If you feel you want to leave the study, you can do so at any time by closing the browser on your computer or notifying the researcher. Once the study has ended you will be asked if you want your data to be saved as part of the study. If you agree, then your data will be anonymised and therefore untraceable to later delete. If you do not wish for your data to be used, please ensure you inform the researcher.



PG2 / E1 FORM

Appendix B



Centre for Psychology and Counselling
SA1 Campus
Swansea

Study Consent Form

I understand that this research study is being carried out by a 3rd year Psychology student for their dissertation, and that taking part in this study will involve completing a knowledge questionnaire and an attitudes questionnaire regarding autism spectrum disorder.

I understand that this study will take approximately 20 minutes to complete.

I understand that participation in this study is voluntary, and I am free to withdraw participation at any time during or before the end of the study without giving a reason.

I understand that once I complete the study my data will remain confidential and will not be traced back to me as a code will be assigned in place of my name and unique EMS identification number. The data collected will be stored indefinitely in accordance with the Data Protection Act.

I am aware that if I have concerns about the study, I can contact the researcher Olivia Lovell at any time during or after the study on 2201654@student.uwtsd.ac.uk or the research supervisor Judith Marshall on judith.marshall@uwtsd.ac.uk, should I have any concerns.

I also understand that at the end of the study I will be provided with a debrief form.

Please tick the boxes below to confirm:

- ☐ I am aged 18 years of age or over
- ☐ I understand I can withdraw at any time without penalty
- ☐ I understand my data will be held confidentially with a code assigned in place of my name
- ☐ I understand all the above information on this consent form
- ☐ I consent to taking part in this study



PG2 / E1 FORM

Appendix C



Centre for Psychology and Counselling
SA1 Campus
Swansea

Study Debrief Sheet

Understanding versus attitude: do knowledge and understanding of autism impact peoples' attitudes towards autistic adults?

Thank you for taking part in this study.

The aim of this study was to explore the relationship between peoples' understanding of autism and their attitudes towards autistic adults. We specifically wished to investigate whether an increased level of understanding towards autism would influence peoples' attitudes towards autism. The informative video used within this study were presented to increase participants' knowledge of autism.

If you wish to withdraw your data from the study, you must tell the researcher now. After this point, all of your data will remain confidential, and we will not trace it back to you.

If taking part in this study has raised any questions, please speak to the researcher now. If further questions arise, please contact the researcher Olivia Lovell (2201654@student.uwtsd.ac.uk) or the research supervisor Dr. Judith Marshall (judith.marshall@uwtsd.ac.uk).

Thank you once again for taking time to participate in this study.

Olivia Lovell (2201654)

BSc Psychology

University of Wales Trinity Saint David, Swansea

Appendix D

Table 1: Factor loadings and descriptive data for the three subscales of the Attitudes towards Autism Scale

Items listed in order of strength of factor loading	Factor 1: societal attitudes	Factor 2: knowledge	Factor 3: personal distance	Mean	SD
FACTOR 1: People with autism should not engage in romantic relationships. ^a	0.769			1.53	0.57
People with autism should have the opportunity to go to college.	0.768			1.50	0.54
People with autism should not have children. ^a	0.668			1.82	0.68
People with autism should be institutionalised for their safety and others. ^a	0.635			1.46	0.54
If a facility to treat people with autism opened in my community, I would consider moving out. ^a	0.650			1.36	0.55
Individuals with autism are incapable of living on their own. ^a	0.609			1.84	0.65
I would be afraid to be around a person with autism. ^a	0.585			1.51	0.60
A person with autism is an emotional burden to his/her family. ^a	0.574			1.79	0.72
I would be comfortable sitting next to a person with autism in the same class.	0.547			1.79	0.63
A person with autism is a financial burden to his/her family. ^a	0.500			1.88	0.69
People with autism should be encouraged to marry someone with autism. ^a	0.480			1.71	0.57
People with autism are incapable of forming relationships and expressing affection. ^a	0.472			1.63	0.62
Children with autism should be fully integrated into mainstream classes. ^a	0.340			2.31	0.66
I would be uncomfortable hugging a person with autism. ^a	0.309			1.95	0.97
People with autism cannot understand other people's feelings. ^a	0.282			1.91	0.67
Students with autism who are mainstreamed into regular classrooms are a distraction to students without autism in that classroom. ^a	0.278			2.15	0.55
FACTOR 2: People with autism require additional support to be successful in the work place. ^a		0.429		2.68	0.57
People with autism tend to be violent. ^a		0.392		2.14	0.55
Mainstreaming children with autism into regular education classrooms poses a safety risk for children without autism in the same classroom. ^a		0.317		1.97	0.53
People with autism need assistance communicating with others. ^a		0.311		2.44	0.58
All individuals with autism demonstrate repetitive behaviours, such as rocking or flapping of arms or hands. ^a		0.305		2.31	0.74
FACTOR 3: I would be comfortable sharing an office with a co-worker with autism.			0.786	2.39	0.51
I would be comfortable sitting next to a person with autism in a movie theatre. ^{a*}			0.712	2.45	0.55
I would be comfortable having a person with autism living in the same building as me. ^{a*}			0.591	2.40	0.52
I would be comfortable having a friend with autism. ^{a*}			0.484	2.50	0.55
People with autism are capable of living normal lives (i.e., with a job, house, family, etc).			0.280	2.38	0.50

^aOriginal item from Mahoney (2008).

^{a*}Item modified from Mahoney (2008).

Appendix E

J Autism Dev Disord (2014) 44:477–483

479

Table 1 Survey items with correct response (A = Agree, D = Disagree); Percent correct, incorrect, neutral, and the correct/incorrect ratio

Item	% Correct	% Incorrect	% Neutral	% c/i
1. Autism is an emotional disorder (D)	51.6	31.8	16.6	61.9
2. Vaccines are causing an increase in autism (D)	58.1	12.7	29.3	82.1
3. There is a cure for autism (D)	67.4	14.0	18.6	82.8
4. Autism runs in families (A)	42.7	26.6	30.7	61.6
5. All children with autism display poor eye contact (D)	46.7	30.5	22.8	60.5
6. Autism is diagnosed more frequently in males than in females (A)	57.4	9.0	33.6	86.4
7. Changing a child's diet will lessen the severity of autism symptoms (D)	34.7	32.1	33.2	51.9
8. There is one intervention that works for all children with autism (D)	80.6	5.0	14.4	94.2
9. Children with autism can grow up to live independently (A)	77.1	7.7	15.2	90.9
10. Autism is a developmental disorder (A)	68.8	11.0	20.2	86.2
11. Autism can be diagnosed as early as 18 months (A)	64.7	7.1	28.2	90.1
12. Children with autism are smarter than standardized tests demonstrate (A)	59.2	6.5	34.3	90.1
13. It is important that all children with autism receive special education services (A)	79.9	7.0	13.1	91.9
14. With the proper treatment, most children with autism will eventually outgrow it (D)	58.1	15.9	26.0	78.5

Appendix F

Researcher's Questions (draft)

- What was your experience watching the informative video about autism during the study?
- Did the video provide you with any information you did not know?
- Would you say that the video has shifted your perspective on autism in any way? If so, could you describe this?
- How was your experience with the presentation of information within the video?
- In what ways might the impact of video information differ from written information?
- How did the content of the video make you feel? Why?

Appendix C – Autism Awareness Survey (AAS; Tipton & Blacher, 2014)

J Autism Dev Disord (2014) 44:477–483

479

Table 1 Survey items with correct response (A = Agree, D = Disagree): Percent correct, incorrect, neutral, and the correct/incorrect ratio

Item	% Correct	% Incorrect	% Neutral	% c/i
1. Autism is an emotional disorder (D)	51.6	31.8	16.6	61.9
2. Vaccines are causing an increase in autism (D)	58.1	12.7	29.3	82.1
3. There is a cure for autism (D)	67.4	14.0	18.6	82.8
4. Autism runs in families (A)	42.7	26.6	30.7	61.6
5. All children with autism display poor eye contact (D)	46.7	30.5	22.8	60.5
6. Autism is diagnosed more frequently in males than in females (A)	57.4	9.0	33.6	86.4
7. Changing a child's diet will lessen the severity of autism symptoms (D)	34.7	32.1	33.2	51.9
8. There is one intervention that works for all children with autism (D)	80.6	5.0	14.4	94.2
9. Children with autism can grow up to live independently (A)	77.1	7.7	15.2	90.9
10. Autism is a developmental disorder (A)	68.8	11.0	20.2	86.2
11. Autism can be diagnosed as early as 18 months (A)	64.7	7.1	28.2	90.1
12. Children with autism are smarter than standardized tests demonstrate (A)	59.2	6.5	34.3	90.1
13. It is important that all children with autism receive special education services (A)	79.9	7.0	13.1	91.9
14. With the proper treatment, most children with autism will eventually outgrow it (D)	58.1	15.9	26.0	78.5

Appendix D – Societal Attitudes Towards Autism (SATA) Scale (Flood et al., 2013)

Table 1: Factor loadings and descriptive data for the three subscales of the Attitudes towards Autism Scale

Items listed in order of strength of factor loading	Factor 1: societal attitudes	Factor 2: knowledge	Factor 3: personal distance	Mean	SD
FACTOR 1: People with autism should not engage in romantic relationships. ^R	0.769			1.53	0.57
People with autism should have the opportunity to go to college.	0.768			1.50	0.54
People with autism should not have children. ^R	0.668			1.82	0.68
People with autism should be institutionalised for their safety and others. ^R	0.635			1.46	0.54
If a facility to treat people with autism opened in my community, I would consider moving out. ^R	0.650			1.36	0.55
Individuals with autism are incapable of living on their own. ^R	0.609			1.84	0.65
I would be afraid to be around a person with autism. ^R	0.585			1.51	0.60
A person with autism is an emotional burden to his/her family. ^R	0.574			1.79	0.72
I would be comfortable sitting next to a person with autism in the same class.	0.547			1.79	0.63
A person with autism is a financial burden to his/her family. ^R	0.500			1.88	0.69
People with autism should be encouraged to marry someone with autism. ^R	0.480			1.71	0.57
People with autism are incapable of forming relationships and expressing affection. ^R	0.472			1.63	0.62
Children with autism should be fully integrated into mainstream classes.*	0.340			2.31	0.66
I would be uncomfortable hugging a person with autism. ^R	0.309			1.95	0.97
People with autism cannot understand other people's feelings. ^R	0.282			1.91	0.67
Students with autism who are mainstreamed into regular classrooms are a distraction to students without autism in that classroom. ^R	0.278			2.15	0.55
FACTOR 2: People with autism require additional support to be successful in the work place. ^R		0.429		2.68	0.57
People with autism tend to be violent. ^R		0.392		2.14	0.55
Mainstreaming children with autism into regular education classrooms poses a safety risk for children without autism in the same classroom. ^R		0.317		1.97	0.53
People with autism need assistance communicating with others. ^R		0.311		2.44	0.58
All individuals with autism demonstrate repetitive behaviours, such as rocking or flapping of arms or hands. ^R		0.305		2.31	0.74
FACTOR 3: I would be comfortable sharing an office with a co-worker with autism.			0.786	2.39	0.51
I would be comfortable sitting next to a person with autism in a movie theatre.**			0.712	2.45	0.55
I would be comfortable having a person with autism living in the same building as me.**			0.591	2.40	0.52
I would be comfortable having a friend with autism.**			0.484	2.50	0.55
People with autism are capable of living normal lives (i.e., with a job, house, family, etc).			0.280	2.38	0.50

*Original item from Mahoney (2008).

**Item modified from Mahoney (2008).

^RReverse coded.

Four-point response scale of '1 strongly disagree to 4 strongly agree'.

Appendix E – Researcher's Questions (Stage Two)

Researcher's Questions

1. What are your first thoughts having watched that video?
2. Did the video provide you with any information you did not know?
3. Would you say that the video has shifted your perspective on autism in any way?
If so, could you describe this?
4. How was your experience with the presentation of information within the video?
Was the information easy to understand?
5. What are your thoughts on learning new topics using videos compared to written information? Which do you find more engaging? How so?
6. How did the content of the video make you feel? Why?

Appendix F – Study Information



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Centre for Psychology and Counselling

SA1 Campus

Swansea

Study Information Sheet

This document provides key information regarding the study and provides details about what will be expected of you as a participant. Therefore, please read this information carefully before providing your consent to take part. The purpose of this study is to explore the effect that knowledge and understanding of autism spectrum disorder has on attitudes towards autism. The aim of the study is to determine whether individuals' level of knowledge and understanding of autism has an influence on their attitude towards autism.

During this study you will be required to do the following:

- Fill out an online demographic questionnaire asking you for basic demographic information.
- Completing a measure of understanding of autism spectrum disorder. This will involve responding to a series of 14 items on a scale of 1-5.
- Completing a measure of attitudes towards autism spectrum disorder. This will involve responding to a series of 26 items on a scale of 1-4.

During this study, you will be asked to provide your EMS ID. This is for the purpose of data comparison, as this study is made up of two stages. This data will be replaced by a code following the completion of the study and will be used only for the purpose of comparison and will not be traced back to you.

This is the first part of a two-part study. Completing this survey will grant 2 course credits. The second part of this study will grant 3 course credits.

At the end of the study you will be provided with the study debrief. If you have any questions or concerns about this study, please contact the researcher Olivia Lovell (2201654@student.uwtsd.ac.uk) or the research supervisor Judith Marshall (judith.marshall@uwtsd.ac.uk).

If you are happy to take part in this study, please click the button below to direct you to the consent form for the study. If you feel you want to leave the study, you can do so at any time by closing the browser on your computer.

Once the study has ended you will be asked if you want your data to be saved as part of the study. If you agree, then your data will be anonymised and therefore cannot be traced back to you. If you do not wish for your data to be used, please ensure you inform the researcher.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Centre for Psychology and Counselling
SA1 Campus
Swansea

Study Information Sheet

This document provides key information regarding the study and provides details about what will be expected of you as a participant. Therefore, please read this information carefully before providing your consent to take part. The purpose of this study is to explore perceptions of autism spectrum disorder.

During this study you will be required to do the following:

- Fill out an online demographic questionnaire asking you for basic demographic information.
- Watch a short video about autism spectrum disorder.
- Complete two questionnaires related to autism spectrum disorder.
- Take part in a brief interview with the researcher where you will be asked to share your thoughts regarding the video about autism spectrum disorder. This interview will be audio recorded.

During this study, you will be asked to provide your EMS ID. This is for the purpose of data comparison, as this study is made up of two stages. This data will be replaced by a code following the completion of the study and will be used only for the purpose of comparison and will not be traced back to you.

This is the second part of a two-part study. Completing this survey will grant 3 course credits.

At the end of the study you will be provided with the study debrief. If you have any questions or concerns about this study, please contact the researcher Olivia Lovell (2201654@student.uwtsd.ac.uk) or the research supervisor Judith Marshall (judith.marshall@uwtsd.ac.uk).

If at any point you no longer wish to take part in this study, you can inform the researcher at any time without giving a reason.

Once the study has ended you will be asked if you want your data to be saved as part of the study. If you agree, then your data will be anonymised and therefore cannot be traced back to you. If you do not wish for your data to be used, please ensure you inform the researcher.

Appendix G – Study Consent



Centre for Psychology and Counselling
SA1 Campus
Swansea

Study Consent Form

I understand that this research study is being carried out by a 3rd year Psychology student for their dissertation, and that taking part in this study will involve completing a knowledge questionnaire and an attitudes questionnaire regarding autism spectrum disorder.

I understand that this study will take approximately 15 minutes to complete.

I understand that participation in this study is voluntary, and I am free to withdraw participation at any time during or before the end of the study without giving a reason.

I understand that once I complete the study my data will remain confidential and will not be traced back to me as a code will be assigned in place of my name and unique EMS identification number. The data collected will be stored indefinitely in accordance with the Data Protection Act.

I am aware that if I have concerns about the study, I can contact the researcher Olivia Lovell at any time during or after the study on 2201654@student.uwtsd.ac.uk or the research supervisor Judith Marshall on judith.marshall@uwtsd.ac.uk, should I have any concerns.

I also understand that at the end of the study I will be provided with a debrief form.

Please tick the boxes below to confirm:

- ☐ I am aged 18 years of age or over
- ☐ I understand I can withdraw at any time without penalty
- ☐ I understand my data will be held confidentially with a code assigned in place of my name
- ☐ I understand all the above information on this consent form
- ☐ I consent to taking part in this study



Centre for Psychology and Counselling
SA1 Campus
Swansea

Study Consent Form

I understand that this research study is being carried out by a 3rd year Psychology student for their dissertation, and that taking part in this study will involve the following:

- Watching a short video about autism spectrum disorder.
- Completing two questionnaires.
- Answering a series of questions with the researcher regarding my thoughts on the video about autism.

I understand that this study will take approximately 30 minutes to complete.

I understand that participation in this study is voluntary, and I am free to withdraw participation at any time during or before the end of the study without giving a reason.

I understand that my thoughts on the video about autism will be audio-recorded.

I understand that once I complete the study my data will remain confidential and will not be traced back to me as a code will be assigned in place of my name and unique EMS identification number. The data collected will be stored indefinitely in accordance with the Data Protection Act.

I am aware that if I have concerns about the study, I can contact the researcher Olivia Lovell at any time during or after the study on 2201854@student.uwtsd.ac.uk or the research supervisor Judith Marshall on judith.marshall@uwtsd.ac.uk, should I have any concerns.

I also understand that at the end of the study I will be provided with a debrief form.

Please tick the boxes below to confirm:

☐ I am aged 18 years of age or over

☐ I understand I can withdraw at any time without penalty

☐ I understand my data will be held confidentially with a code assigned in place of my name

☐ I understand all the above information on this consent form

☐ I consent to taking part in this study

Please sign here: _____

Appendix H – Study Debrief



Centre for Psychology and Counselling
SA1 Campus
Swansea

Study Debrief Sheet

Understanding versus attitude: do knowledge and understanding of autism impact peoples' attitudes towards autistic adults?

Thank you for taking part in this study.

The aim of this study was to explore the relationship between peoples' understanding of autism and their attitudes towards autistic adults. We specifically wished to investigate whether an increased level of understanding towards autism would influence peoples' attitudes towards autism.

If you wish to withdraw your data from the study, you must close your browser now. After this point, all of your data will remain confidential, and we will not trace it back to you. If taking part in this study has raised any questions, please contact the researcher Olivia Lovell (2201654@student.uwtsd.ac.uk) or the research supervisor Dr. Judith Marshall (judith.marshall@uwtsd.ac.uk).

This study is comprised of two parts - part two will be available to sign up for using EMS and will grant 3 course credits.

Thank you once again for taking time to participate in this study.

Olivia Lovell (2201654)
BSc Psychology
University of Wales Trinity Saint David
Swansea



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Centre for Psychology and Counselling
SA1 Campus
Swansea

Study Debrief Sheet

Understanding versus attitude: do knowledge and understanding of autism impact peoples' attitudes towards autistic adults?

Thank you for taking part in this study.

The aim of this study was to explore the relationship between peoples' understanding of autism and their attitudes towards autistic adults. I specifically wished to investigate whether an increased level of understanding towards autism would influence peoples' attitudes towards autism. The informative video used within this study was presented to increase participants' knowledge of autism.

I also wished to explore if different kinds of information would influence attitudes towards autism. At the beginning of this study stage, one of two videos was shown: either an informative video regarding autism spectrum disorder; or an interview recording with an autistic adult. The purpose of the interview conducted in this study was to collect the thoughts participants had on the information they were given.

If you wish to withdraw your data from the study, you must tell the researcher now. After this point, all of your data will remain confidential, and it will not be traced back to you.

If taking part in this study has raised any questions, please speak to the researcher now. If further questions arise, please contact the researcher Olivia Lovell (2201654@student.uwtsd.ac.uk) or the research supervisor Dr. Judith Marshall (judith.marshall@uwtsd.ac.uk).

Thank you once again for taking time to participate in this study.

Olivia Lovell (2201654)

BSc Psychology

University of Wales Trinity Saint David, Swansea

Appendix I – Stage Two Study Protocol

Stage 2 Protocol OAL

1	Set up video (A or B alternate) on the laptop screen. Ensure that the survey is up on another tab. Place the information sheet and consent form on the desk.
2	Greet the participant in the waiting area and escort them into lab D.
3	Direct the participant to the information sheet and consent forms on the desk. Ask the participant to read through the information and sign if they are happy to proceed. Ensure the participant that they can ask you for clarification. Leave the room.
4	Once the consent forms have been signed, the participant will alert you. After collecting the forms, direct the participant to the video on the laptop screen. Ask that they watch the video in full. Leave the room.
5	After the video is over, the participant will exit the room to inform you. Change the tab over to the Qualtrics survey and ask that the participant complete the survey. Leave the room.
6	Once the participant has completed the survey, re-enter the room with the recording device. Explain that the next task will be to explore the thoughts of the participant regarding the video they watched, and that this will be audio-recorded. There are no right or wrong answers here – just thoughts.
7	Researcher's Questions 1. What are your first thoughts having watched that video? 2. Did the video provide you with any information you did not know? 3. Would you say that the video has shifted your perspective on autism in any way? If so, could you describe this? 4. How was your experience with the presentation of information within the video? Was the information easy to understand? 5. What are your thoughts on learning new topics using videos compared to written information? Which do you find more engaging? How so? 6. How did the content of the video make you feel? Why?
8	Following the interview, present the debrief form and explain to the participant that the purpose of the study was to explore people's attitudes of and understanding of autistic adults. The purpose of the video shown and subsequent interview was to explore ways of increasing people's understanding of autism.
9	Re-ensure the participant that their data will be anonymised once they leave the lab. Thank the participant for their time and escort them out of the lab.

Appendix J - SPSS Output

Descriptives

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
S1AAS_Total	61	23.00	30.00	53.00	41.6393	4.83057
S2AAS_Total	25	23.00	29.00	52.00	41.9600	5.57883
S1SATA_Total	62	56.00	46.00	102.00	88.4032	9.27266
S2SATA_Total	25	29.00	71.00	100.00	90.0400	7.08567
Valid N (listwise)	24					

Descriptives

Descriptives

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Age	62	41	18	59	29.47	9.939
Valid N (listwise)	62					

Frequencies

Statistics

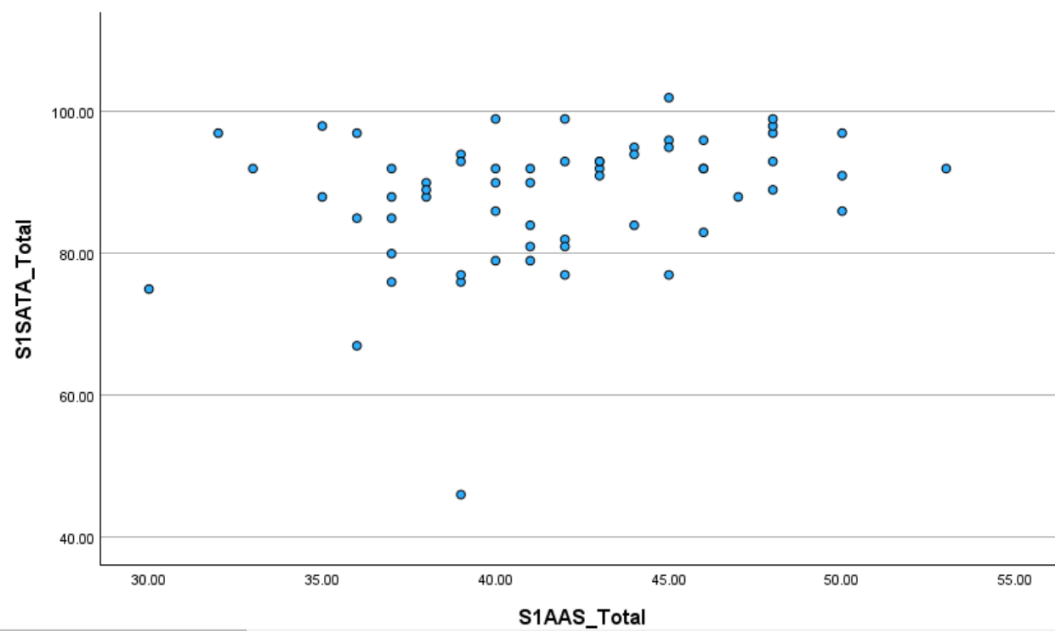
Gender

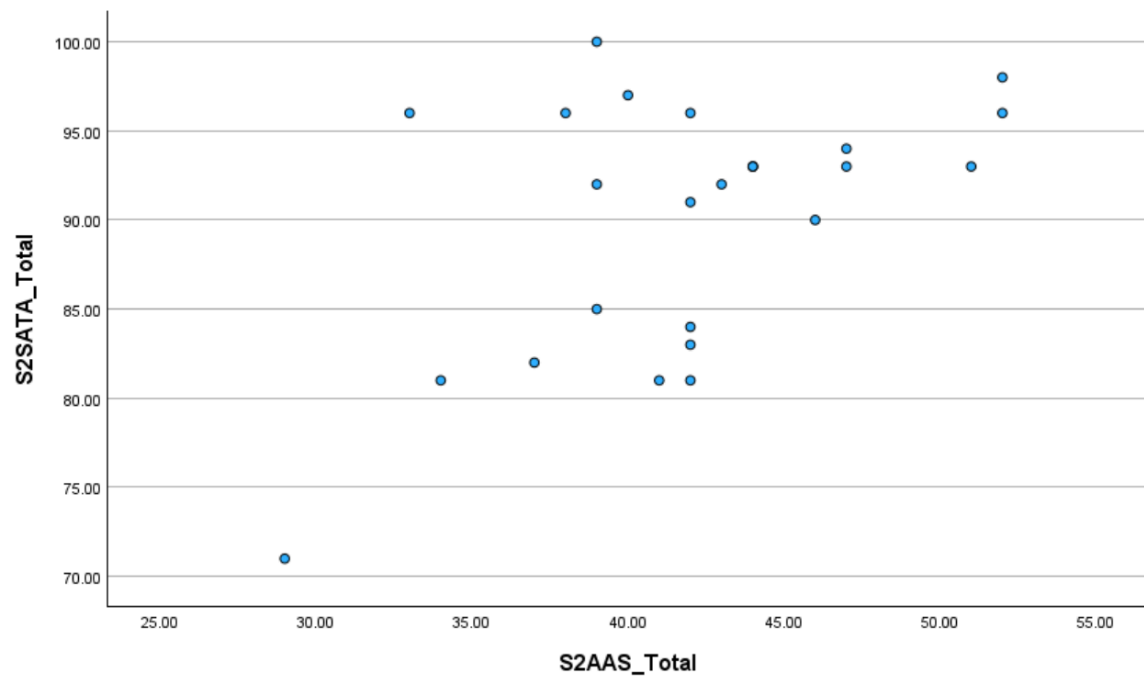
N	Valid	62
	Missing	3

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	11	16.9	17.7	17.7
	Female	47	72.3	75.8	93.5
	Non-Binary/Third Gender	2	3.1	3.2	96.8
	Prefer Not To Say	2	3.1	3.2	100.0
	Total	62	95.4	100.0	
Missing	System	3	4.6		
Total		65	100.0		

Graph





Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
S1AAS_Total	41.6393	4.83057	61
S1SATA_Total	88.4032	9.27266	62

Correlations

		S1AAS_Total	S1SATA_Total
S1AAS_Total	Pearson Correlation	1	.289*
	Sig. (2-tailed)		.024
	N	61	61
S1SATA_Total	Pearson Correlation	.289*	1
	Sig. (2-tailed)	.024	
	N	61	62

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
S2AAS_Total	41.9600	5.57883	25
S2SATA_Total	90.0400	7.08567	25

Correlations

		S2AAS_Total	S2SATA_Total
S2AAS_Total	Pearson Correlation	1	.503 [*]
	Sig. (2-tailed)		.010
	N	25	25
S2SATA_Total	Pearson Correlation	.503 [*]	1
	Sig. (2-tailed)	.010	
	N	25	25

*. Correlation is significant at the 0.05 level (2-tailed).

T-Test

Group Statistics

	Video	N	Mean	Std. Deviation	Std. Error Mean
S1AAS_Total	A	12	40.9167	5.50138	1.58811
	B	12	41.5000	4.70010	1.35680
S2AAS_Total	A	13	41.6154	6.51330	1.80646
	B	12	42.3333	4.61880	1.33333

Independent Samples Test

		Levene's Test for Equality of Variances				t-test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	df	Significance One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
S1AAS_Total	Equal variances assumed	.227	.638	-.279	22	.391	.783	-.58333	2.08878	-4.91520	3.74853
	Equal variances not assumed			-.279	21.476	.391	.783	-.58333	2.08878	-4.92133	3.75466
S2AAS_Total	Equal variances assumed	1.847	.187	-.315	23	.378	.755	-.71795	2.27644	-5.42711	3.99122
	Equal variances not assumed			-.320	21.632	.376	.752	-.71795	2.24524	-5.37888	3.94298

Independent Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
S1AAS_Total	Cohen's d	5.11645	-.114	-.914	.688
	Hedges' correction	5.29954	-.110	-.882	.664
	Glass's delta	4.70010	-.124	-.923	.680
S2AAS_Total	Cohen's d	5.68653	-.126	-.910	.661
	Hedges' correction	5.88076	-.122	-.880	.639
	Glass's delta	4.61880	-.155	-.939	.635

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control (i.e., the second) group.

T-Test**Group Statistics**

	Video	N	Mean	Std. Deviation	Std. Error Mean
S1SATA_Total	A	13	88.3077	7.85689	2.17911
	B	12	89.7500	6.19567	1.78854
S2SATA_Total	A	13	88.8462	7.98797	2.21546
	B	12	91.3333	6.03525	1.74223

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
S1SATA_Total	Equal variances assumed	.967	.336	-.507	23	.309	.617	-1.44231	2.84667	-7.33109	4.44648
	Equal variances not assumed			-.512	22.483	.307	.614	-1.44231	2.81911	-7.28151	4.39690
S2SATA_Total	Equal variances assumed	1.292	.267	-.872	23	.196	.392	-2.48718	2.85076	-8.38442	3.41006
	Equal variances not assumed			-.882	22.178	.193	.387	-2.48718	2.81845	-8.32956	3.35520

Independent Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
S1SATA_Total	Cohen's d	7.11098	-.203	-.987	.586
	Hedges' correction	7.35386	-.196	-.955	.567
	Glass's delta	6.19567	-.233	-1.018	.563
S2SATA_Total	Cohen's d	7.12118	-.349	-1.137	.445
	Hedges' correction	7.36441	-.338	-1.099	.431
	Glass's delta	6.03525	-.412	-1.206	.400

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control (i.e., the second) group.

Group Statistics

	Video	N	Mean	Std. Deviation	Std. Error Mean
S2SATA_Total	A	13	88.8462	7.98797	2.21546
	B	12	91.3333	6.03525	1.74223

Independent Samples Test

		Levene's Test for Equality of Variances				t-test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
S2SATA_Total	Equal variances assumed	1.292	.267	-.872	23	.196	.392	-2.48718	2.85076	-8.38442	3.41006
	Equal variances not assumed			-.882	22.178	.193	.387	-2.48718	2.81845	-8.32956	3.35520

Independent Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
S2SATA_Total	Cohen's d	7.12118	-.349	-1.137	.445
	Hedges' correction	7.36441	-.338	-1.099	.431
	Glass's delta	6.03525	-.412	-1.206	.400

a. The denominator used in estimating the effect sizes.
 Cohen's d uses the pooled standard deviation.
 Hedges' correction uses the pooled standard deviation, plus a correction factor.
 Glass's delta uses the sample standard deviation of the control (i.e., the second) group.

Frequencies

[DataSet2]

Statistics

Gender

N	Valid	25
	Missing	0

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	6	24.0	24.0	24.0
	Female	18	72.0	72.0	96.0
	Non-Binary/Third Gender	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Descriptives**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Age	25	18	59	29.16	11.582
Valid N (listwise)	25				

Reliability

Warnings

The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

Scale: Autism Awareness Scale

Case Processing Summary

		N	%
Cases	Valid	24	36.9
	Excluded ^a	41	63.1
	Total	65	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.766	.789	28

Item Statistics

	Mean	Std. Deviation	N
S1AAS4	3.0000	.88465	24
S1AAS6	3.0833	1.01795	24
S1AAS9	3.4167	.71728	24
S1AAS10.	2.6667	1.20386	24
S1AAS11	2.3750	.96965	24
S1AAS12	2.7500	.79400	24
S1AAS13	2.5000	1.10335	24
S2AAS4.	3.0417	.69025	24
S2AAS6	2.9167	.97431	24
S2AAS9.	3.5833	.58359	24
S2AAS10.	2.5833	.82970	24
S2AAS11.	2.6667	.91683	24
S2AAS12.	2.7083	.90790	24
S2AAS13	2.7083	1.16018	24
S1_AAS_1_REV	1.8333	1.30773	24
S1_AAS_2_REV	2.9167	1.10007	24
S1_AAS_3_REV	3.4167	.97431	24
S1_AAS_5_REV	3.0833	1.01795	24
S1_AAS_7_REV	3.1250	1.07592	24
S1_AAS_8_REV	3.6667	.63702	24
S1_AAS_14_REV	3.3750	.82423	24
S2_AAS_1_REV	1.6667	1.34056	24
S2_AAS_2_REV	3.4167	.92861	24

S2AAS12.	2.7083	.90790	24
S2AAS13	2.7083	1.16018	24
S1_AAS_1_REV	1.8333	1.30773	24
S1_AAS_2_REV	2.9167	1.10007	24
S1_AAS_3_REV	3.4167	.97431	24
S1_AAS_5_REV	3.0833	1.01795	24
S1_AAS_7_REV	3.1250	1.07592	24
S1_AAS_8_REV	3.6667	.63702	24
S1_AAS_14_REV	3.3750	.82423	24
S2_AAS_1_REV	1.6667	1.34056	24
S2_AAS_2_REV	3.4167	.92861	24
S2_AAS_3_REV	3.2083	1.17877	24
S2_AAS_5_REV	3.0000	1.02151	24
S2_AAS_7_REV	3.1667	1.09014	24
S2_AAS_8_REV	3.7917	.65801	24
S2_AAS_14_REV	3.6250	.71094	24

Inter-Item Correlation Matrix															
	S1AAS4	S1AAS6	S1AAS9	S1AAS10	S1AAS11	S1AAS12	S1AAS13	S2AAS4	S2AAS6	S2AAS9	S2AAS10	S2AAS11	S2AAS12	S2AAS13	S1_AAS_1_RE V
S1AAS4	1.000	.097	.000	.204	.203	.186	.267	.570	.303	.253	.533	.214	-.054	.212	.075
S1AAS6	.097	1.000	-.288	.095	-.121	.188	.232	.304	.709	.061	.197	.264	-.020	.058	.305
S1AAS9	.000	-.288	1.000	-.084	.141	.115	-.275	-.037	-.135	.433	.085	.022	-.072	-.109	-.108
S1AAS10	.204	.095	-.084	1.000	-.037	-.045	-.098	.122	.235	.041	.464	.171	-.093	.021	-.230
S1AAS11	.203	-.121	.141	-.037	1.000	.014	-.264	.365	.081	.211	.257	.489	-.167	-.092	-.051
S1AAS12	.186	.188	.115	-.045	.014	1.000	.248	.258	.534	.235	.297	-.179	-.106	-.083	-.126
S1AAS13	.267	.232	-.275	-.098	-.264	.248	1.000	-.029	.324	.000	.190	-.172	.326	.628	.181
S2AAS4	.570	.304	-.037	.122	.365	.258	-.029	1.000	.393	.369	.335	.160	-.049	-.038	.249
S2AAS6	.303	.709	-.135	.235	.081	.534	.324	.393	1.000	.242	.439	.016	.168	.131	.023
S2AAS9	.253	.061	.433	.041	.211	.235	.000	.369	.242	1.000	.434	.217	.253	-.123	-.038
S2AAS10	.533	.197	.085	.464	.257	.297	.190	.335	.439	.434	1.000	.324	-.111	-.087	-.307
S2AAS11	.214	.264	.022	.171	.489	-.179	-.172	.160	.016	.217	.324	1.000	-.017	.068	.024
S2AAS12	-.054	-.020	-.072	-.093	-.167	-.106	.326	-.049	.168	.253	-.111	-.017	1.000	.535	.287
S2AAS13	.212	.058	-.109	.021	-.092	-.083	.628	-.038	.131	-.123	-.087	.068	.535	1.000	.224
S1_AAS_1_REV	.075	.305	-.108	-.230	-.051	-.126	.181	.249	.023	-.038	-.307	.024	.287	.224	1.000
S1_AAS_2_REV	.089	.201	.046	-.219	-.132	-.075	-.215	.234	-.047	.011	-.326	.101	-.156	-.190	.262
S1_AAS_3_REV	.050	.358	.052	.049	-.265	.084	.243	.038	.176	.472	.224	.114	-.004	-.157	.091
S1_AAS_5_REV	.193	.077	.069	-.118	-.077	.296	.116	.242	.270	.646	.352	.078	.357	-.052	-.152
S1_AAS_7_REV	.137	.030	-.239	-.134	-.380	-.165	.458	.285	-.073	-.121	-.183	-.309	.306	.518	.355
S1_AAS_8_REV	-.077	.514	-.063	-.208	-.352	.000	.000	.132	.304	-.039	.055	-.199	-.025	-.137	.244
S1_AAS_14_REV	.239	.168	.165	-.131	-.129	.149	.072	.201	.149	.701	.238	.173	.153	-.063	-.101
S2_AAS_1_REV	-.110	.053	-.347	-.368	-.167	-.204	.235	-.172	-.122	-.463	-.521	-.130	.095	.326	.389
S2_AAS_2_REV	.212	-.176	.315	-.026	-.036	.029	.042	.379	-.200	.174	-.160	-.034	-.056	.239	.239

S2_RE V	S1_AAS_3_RE V	S1_AAS_5_RE V	S1_AAS_7_RE V	S1_AAS_8_RE V	S1_AAS_14_R EV	S2_AAS_1_RE V	S2_AAS_2_RE V	S2_AAS_3_RE V	S2_AAS_5_RE V	S2_AAS_7_RE V	S2_AAS_8_RE V	S2_AAS_14_R EV
.089	.050	.193	.137	-.077	.239	-.110	.212	.042	.144	.090	.000	.207
.201	.358	.077	.030	.514	.168	.053	-.176	.347	-.042	-.131	-.233	.165
.046	.052	.069	-.239	-.063	.165	-.347	.315	-.004	.119	-.148	.192	.064
-.219	.049	-.118	-.134	-.208	-.131	-.368	-.026	.051	.035	.044	.073	.102
-.132	-.265	-.077	-.380	-.352	-.129	-.167	-.036	-.223	.176	.062	-.009	.150
-.075	.084	.296	-.165	.000	.149	-.204	.029	.290	.214	-.251	.479	-.019
-.215	.243	.116	.458	.000	.072	.235	.042	.384	-.039	-.036	.210	.028
.234	.038	.242	.285	.132	.201	-.172	.379	.042	.247	.164	.116	.299
-.047	.176	.270	-.073	.304	.149	-.122	-.200	.356	.175	-.232	.175	.267
.011	.472	.646	-.121	-.039	.701	-.463	.174	.258	.656	-.091	.104	.550
-.326	.224	.352	-.183	.055	.238	-.521	-.160	.226	.410	-.064	.232	.092
.101	.114	.078	-.309	-.199	.173	-.130	-.034	-.054	.139	.102	-.336	.267
-.156	-.004	.357	.306	-.025	.153	.095	-.056	.019	.094	-.124	.039	.429
-.190	-.157	-.052	.518	-.137	-.063	.326	.239	.142	-.257	.143	.202	.336
.262	.091	-.152	.355	.244	-.101	.389	.239	.024	-.098	.173	-.194	.023
1.000	.399	.006	.156	.269	.276	.246	.461	.215	.271	.375	-.145	-.042
.399	1.000	.314	.073	.374	.663	-.122	.184	.716	.437	.218	.006	.235
.006	.314	1.000	.069	.179	.738	-.170	.054	.420	.669	.065	.287	.345
.156	.073	.069	1.000	.254	.043	.271	.598	.253	-.119	.500	.345	.121
.269	.374	.179	.254	1.000	.331	.068	-.049	.444	.134	.209	.035	.096
.276	.663	.738	.043	.331	1.000	-.157	.185	.587	.620	.169	.070	.621
.246	-.122	-.170	.271	.068	-.157	1.000	.151	.018	-.222	.218	-.033	-.091
.461	.184	.054	.598	-.049	.185	.151	1.000	.314	.138	.616	.433	.181

S1_AAS_1_REV	.075	.305	-.108	-.230	-.051	-.126	.181	.249	.023	-.038	-.307	.024	.287	.224	1.000
S1_AAS_2_REV	.089	.201	.046	-.219	-.132	-.075	-.215	.234	-.047	.011	-.326	.101	-.156	-.190	.262
S1_AAS_3_REV	.050	.358	.052	.049	-.265	.084	.243	.038	.176	.472	.224	.114	-.004	-.157	.091
S1_AAS_5_REV	.193	.077	.069	-.118	-.077	.296	.116	.242	.270	.646	.352	.078	.357	-.052	-.152
S1_AAS_7_REV	.137	.030	-.239	-.134	-.380	-.165	.458	.285	-.073	-.121	-.183	-.309	.306	.518	.355
S1_AAS_8_REV	-.077	.514	-.063	-.208	-.352	.000	.000	.132	.304	-.039	.055	-.199	-.025	-.137	.244
S1_AAS_14_REV	.239	.168	.165	-.131	-.129	.149	.072	.201	.149	.701	.238	.173	.153	-.063	-.101
S2_AAS_1_REV	-.110	.053	-.347	-.368	-.167	-.204	.235	-.172	-.122	-.463	-.521	-.130	.095	.326	.389
S2_AAS_2_REV	.212	-.176	.315	-.026	-.036	.029	.042	.379	-.200	.174	-.160	-.034	-.056	.239	.239
S2_AAS_3_REV	.042	.347	-.004	.051	-.223	.290	.384	.042	.356	.258	.226	-.054	.019	.142	.024
S2_AAS_5_REV	.144	-.042	.119	.035	.176	.214	-.039	.247	.175	.656	.410	.139	.094	-.257	-.098
S2_AAS_7_REV	.090	-.131	-.148	.044	.062	-.251	-.036	.164	-.232	-.091	-.064	.102	-.124	.143	.173
S2_AAS_8_REV	.000	-.233	.192	.073	-.009	.479	.210	.116	.175	.104	.232	-.336	.039	.202	-.194
S2_AAS_14_REV	.207	.165	.064	.102	.150	-.019	.028	.299	.267	.550	.092	.267	.429	.336	.023

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	.118	-.521	.738	1.260	-1.417	.052	28

.262	.091	-.152	.355	.244	-.101	.389	.239	.024	-.098	.173	-.194	.023
1.000	.399	.006	.156	.269	.276	.246	.461	.215	.271	.375	-.145	-.042
.399	1.000	.314	.073	.374	.663	-.122	.184	.716	.437	.218	.006	.235
.006	.314	1.000	.069	.179	.738	-.170	.054	.420	.669	.065	.287	.345
.156	.073	.069	1.000	.254	.043	.271	.598	.253	-.119	.500	.345	.121
.269	.374	.179	.254	1.000	.331	.068	-.049	.444	.134	.209	.035	.096
.276	.663	.738	.043	.331	1.000	-.157	.185	.587	.620	.169	.070	.621
.246	-.122	-.170	.271	.068	-.157	1.000	.151	.018	-.222	.218	-.033	-.091
.461	.184	.054	.598	-.049	.185	.151	1.000	.314	.138	.616	.433	.181
.215	.716	.420	.253	.444	.587	.018	.314	1.000	.397	.378	.451	.253
.271	.437	.669	-.119	.134	.620	-.222	.138	.397	1.000	.312	.259	.239
.375	.218	.065	.500	.209	.169	.218	.616	.378	.312	1.000	.354	.140
-.145	.006	.287	.345	.035	.070	-.033	.433	.451	.259	.354	1.000	.012
-.042	.235	.345	.121	.096	.621	-.091	.181	.253	.239	.140	.012	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
S1AAS4	80.2917	93.433	.402	.	.754
S1AAS6	80.2083	93.303	.343	.	.756
S1AAS9	79.8750	101.505	-.065	.	.774
S1AAS10.	80.6250	100.592	-.040	.	.781
S1AAS11	80.9167	101.645	-.077	.	.778
S1AAS12	80.5417	97.563	.184	.	.764
S1AAS13	80.7917	92.781	.333	.	.757
S2AAS4.	80.2500	94.109	.485	.	.752
S2AAS6	80.3750	92.158	.426	.	.752
S2AAS9.	79.7083	95.433	.466	.	.755
S2AAS10.	80.7083	95.694	.290	.	.759
S2AAS11.	80.6250	97.723	.139	.	.767
S2AAS12.	80.5833	96.514	.210	.	.763
S2AAS13	80.5833	93.645	.271	.	.761
S1_AAS_1_REV	81.4583	94.259	.201	.	.766
S1_AAS_2_REV	80.3750	95.288	.214	.	.764
S1_AAS_3_REV	79.8750	91.158	.483	.	.748
S1_AAS_5_REV	80.2083	91.303	.450	.	.750
S1_AAS_7_REV	80.1667	92.928	.337	.	.756
S1_AAS_8_REV	79.6250	97.375	.263	.	.761

S2_AAS_7_REV	80.1250	92.636	.346	.	.756
S2_AAS_8_REV	79.5000	96.783	.299	.	.760
S2_AAS_14_REV	79.6667	94.058	.473	.	.753

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
83.2917	101.085	10.05411	28

➔ Reliability

Warnings

The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

Scale: Societal Attitudes Towards Autism

Case Processing Summary

		N	%
Cases	Valid	25	38.5
	Excluded ^a	40	61.5
	Total	65	100.0

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.915	.927	52

Item Statistics

	Mean	Std. Deviation	N
S1SATAF1 Q2	3.7600	.66332	25
S1SATAF1 Q9	3.6400	.75719	25
S1SATAF3 Q1	3.5200	.71414	25
S1SATAF3 Q2.	3.4400	.65064	25
S1SATAF3 Q3	3.6800	.47610	25
S1SATAF3 Q4.	3.8000	.40825	25
S1SATAF3 Q5	3.6800	.47610	25
S2SATAF1 Q2	3.7200	.67823	25
S2SATAF1 Q9	3.7600	.43589	25
S2SATAF3 Q1	3.7200	.54160	25
S2SATAF3 Q2	3.6800	.55678	25
S2SATAF3 Q3	3.7600	.43589	25
S2SATAF3 Q4	3.8000	.40825	25
S2SATAF3 Q5	3.6000	.64550	25
S1_SATAF1_1_REV	3.7200	.45826	25

S1_SATAF1_3_REV	3.7200	.45826	25
S1_SATAF1_4_REV	3.7600	.43589	25
S1_SATAF1_5_REV	3.8800	.33166	25
S1_SATAF1_6_REV	3.3600	.81035	25
S1_SATAF1_7_REV	3.9200	.27689	25
S1_SATAF1_8_REV	3.5600	.65064	25
S1_SATAF1_10_REV	3.6000	.57735	25
S1_SATAF1_11_REV	3.4800	.50990	25
S1_SATAF1_12_REV	3.5600	.50662	25
S1_SATAF1_13_REV	2.1200	.72572	25
S1_SATAF1_14_REV	3.6800	.69041	25
S1_SATAF1_15_REV	2.9600	.73485	25
S1_SATAF1_16_REV	3.0800	.70238	25
S1_SATAF2_1_REV	2.6000	.50000	25
S1_SATAF2_2_REV	3.2400	.52281	25
S1_SATAF2_3_REV	3.3600	.70000	25
S1_SATAF2_4_REV	2.6000	.57735	25
S1_SATAF2_5_REV	3.2800	.67823	25
S2_SATAF1_1_REV	3.8800	.33166	25
S2_SATAF1_3_REV	3.8000	.40825	25
S2_SATAF1_4_REV	3.7200	.45826	25
S2_SATAF1_5_REV	3.9600	.20000	25
S2_SATAF1_6_REV	3.3200	.80208	25
S2_SATAF1_7_REV	3.8800	.33166	25
S2_SATAF1_8_REV	3.4400	.71181	25
S2_SATAF1_10_REV	3.4800	.65320	25
S2_SATAF1_11_REV	3.5600	.58310	25

S2_SATAF1_12_REV	3.6400	.48990	25
S2_SATAF1_13_REV	2.1600	.47258	25
S2_SATAF1_14_REV	3.8800	.33166	25
S2_SATAF1_15_REV	2.9600	.61101	25
S2_SATAF1_16_REV	3.2000	.70711	25
S2_SATAF2_1_REV	2.5200	.58595	25
S2_SATAF2_2_REV	3.3200	.55678	25
S2_SATAF2_3_REV	3.4400	.58310	25
S2_SATAF2_4_REV	2.4800	.58595	25
S2_SATAF2_5_REV	3.3600	.70000	25

Inter-Item Correlation Matrix

	S1SATAF1 Q2	S1SATAF1 Q9	S1SATAF3 Q1	S1SATAF3 Q2	S1SATAF3 Q3	S1SATAF3 Q4	S1SATAF3 Q5	S2SATAF1 Q2	S2SATAF1 Q9	S2SATAF3 Q1	S2SATAF3 Q2
S1SATAF1 Q2	1.000	.153	.274	.255	.538	.739	.538	.863	.225	.269	.122
S1SATAF1 Q9	.153	1.000	.129	.250	.361	.297	.245	-.042	.485	.455	.308
S1SATAF3 Q1	.274	.129	1.000	.653	.510	.372	.632	.227	.284	.284	.226
S1SATAF3 Q2	.255	.250	.653	1.000	.742	.345	.608	.291	.682	.482	.635
S1SATAF3 Q3	.538	.361	.510	.742	1.000	.729	.632	.485	.618	.608	.541
S1SATAF3 Q4	.739	.297	.372	.345	.729	1.000	.729	.692	.421	.678	.440
S1SATAF3 Q5	.538	.245	.632	.608	.632	.729	1.000	.614	.418	.608	.384
S2SATAF1 Q2	.863	-.042	.227	.291	.485	.692	.614	1.000	.045	.118	.084
S2SATAF1 Q9	.225	.485	.284	.682	.618	.421	.418	.045	1.000	.762	.872
S2SATAF3 Q1	.269	.455	.284	.482	.608	.678	.608	.118	.762	1.000	.796
S2SATAF3 Q2	.122	.308	.226	.635	.541	.440	.384	.084	.872	.796	1.000
S2SATAF3 Q3	.225	.359	.284	.535	.618	.656	.618	.186	.781	.939	.872
S2SATAF3 Q4	.277	.297	.229	.345	.514	.750	.514	.241	.656	.867	.807
S2SATAF3 Q5	.058	.119	.108	.337	.380	.316	.515	.209	.385	.381	.325
S1_SATAF1_1_REV	.592	.538	.081	.011	.336	.579	.336	.408	.275	.342	.124
S1_SATAF1_3_REV	.181	.178	.336	.011	.145	.356	.336	.005	.275	.342	.124
S1_SATAF1_4_REV	.513	.232	.150	.388	.418	.421	.618	.468	.342	.409	.185
S1_SATAF1_5_REV	.432	.484	.274	.255	.538	.739	.538	.215	.657	.733	.460
S1_SATAF1_6_REV	.245	.152	.239	.240	.311	.227	.203	.191	.255	.239	.266
S1_SATAF1_7_REV	.118	.056	.219	.204	.430	.221	.114	.098	.180	.122	.097
S1_SATAF1_8_REV	.035	.088	-.025	-.016	.199	.125	-.070	-.102	.200	.109	.055

S2SATAF3 Q3	S2SATAF3 Q4	S2SATAF3 Q5	S1_SATAF1_1_REV	S1_SATAF1_3_REV	S1_SATAF1_4_REV	S1_SATAF1_5_REV	S1_SATAF1_6_REV	S1_SATAF1_7_REV	S1_SATAF1_8_REV	S1_SATAF1_10_REV	S1_SATAF1_11_REV
.225	.277	.058	.592	.181	.513	.432	.245	.118	.035	.065	.355
.359	.297	.119	.538	.178	.232	.484	.152	.056	.088	.515	.035
.284	.229	.108	.081	.336	.150	.274	.239	.219	-.025	.121	-.027
.535	.345	.337	.011	.011	.388	.255	.240	.204	-.016	.266	.090
.618	.514	.380	.336	.145	.418	.538	.311	.430	.199	.424	.316
.656	.750	.316	.579	.356	.421	.739	.227	.221	.125	.177	.280
.618	.514	.515	.336	.336	.618	.538	.203	.114	-.070	-.030	-.027
.186	.241	.209	.408	.005	.468	.215	.191	.098	-.102	-.085	.164
.781	.656	.385	.275	.275	.342	.657	.255	.180	.200	.430	.352
.939	.867	.381	.342	.342	.409	.733	.239	.122	.109	.160	.205
.872	.807	.325	.124	.124	.185	.460	.266	.097	.055	.233	.270
1.000	.890	.533	.275	.275	.342	.657	.255	.180	.053	.099	.165
.890	1.000	.316	.356	.356	.187	.739	.353	.221	.125	.177	.280
.533	.316	1.000	.310	.169	.237	.350	-.032	.280	-.040	-.112	-.152
.275	.356	.310	1.000	.405	.275	.592	.283	.144	-.011	.189	.243
.275	.356	.169	.405	1.000	.275	.592	.395	.144	.408	.346	.421
.342	.187	.237	.275	.275	1.000	.369	.255	-.166	.053	.099	.165
.657	.739	.350	.592	.592	.369	1.000	.322	.345	.324	.392	.355
.255	.353	-.032	.283	.395	.255	.322	1.000	.505	.155	.321	.472
.180	.221	.280	.144	.144	-.166	.345	.505	1.000	.490	.313	.283
.053	.125	-.040	-.011	.408	.053	.324	.155	.490	1.000	.621	.412

S1_SATAF1_2_REV	S1_SATAF1_3_REV	S1_SATAF1_4_REV	S1_SATAF1_5_REV	S1_SATAF1_6_REV	S1_SATAF2_1_REV	S1_SATAF2_2_REV	S1_SATAF2_3_REV	S1_SATAF2_4_REV	S1_SATAF2_5_REV	S2_SATAF1_1_REV	S2_SATAF1_3_REV
.417	-.111	.098	-.191	.401	.201	-.187	.553	.283	.433	.242	.123
.113	-.601	.169	-.102	.056	.154	.227	.176	.229	-.120	.319	.162
.544	-.045	.098	.121	.163	.257	.210	.193	.020	.289	.099	-.057
.485	-.116	.141	.213	.467	.051	.289	.461	.155	.181	.255	.031
.428	-.125	.309	.200	.578	-.035	.154	.610	.273	.289	.274	.086
.564	-.197	.355	-.028	.349	.000	.039	.554	.177	.361	.431	.250
.601	-.246	.183	-.038	.204	-.035	.154	.485	.121	.418	.538	.300
.475	-.098	.068	-.191	.311	.147	-.155	.484	.341	.449	.215	.090
.257	-.169	.288	.229	.338	-.076	.263	.432	.099	-.045	.369	.187
.292	-.229	.308	.075	.280	-.277	.247	.497	-.107	.109	.501	.302
.219	-.107	.264	.171	.281	-.180	.275	.415	-.026	-.084	.235	.073
.257	-.169	.288	.099	.201	-.268	.263	.432	-.066	.096	.369	.187
.363	-.197	.355	.111	.203	-.204	.234	.408	.000	.060	.431	.250
.076	.018	.355	.228	.074	-.129	.049	.148	.112	.171	.350	.316
.165	-.396	.100	.089	.202	.218	-.056	.327	.346	-.005	.318	.356
.345	-.145	.100	.089	.072	.218	.118	.327	.189	-.139	.318	.579
.445	-.432	.011	-.031	.474	-.268	.263	.705	.099	.237	.369	.187
.417	-.284	.371	.150	.222	-.050	.173	.373	.174	.156	.621	.431
.097	-.289	-.083	.165	.313	-.041	.181	.423	.410	-.039	.167	.227
.036	.050	.078	.188	.249	.060	.138	.155	.313	.124	.345	.221
.147	-.060	.045	.136	.354	.077	.323	.362	.067	-.087	.324	.282

S2_SATAF1_4 _REV	S2_SATAF1_5 _REV	S2_SATAF1_6 _REV	S2_SATAF1_7 _REV	S2_SATAF1_8 _REV	S2_SATAF1_1 0_REV	S2_SATAF1_1 1_REV	S2_SATAF1_1 2_REV	S2_SATAF1_1 3_REV	S2_SATAF1_1 4_REV	S2_SATAF1_1 5_REV	S2_SATAF1_1 6_REV
.044	.239	-.085	.053	-.032	-.012	.147	-.021	-.404	.242	.078	.284
.538	.176	-.008	-.013	.074	.195	-.185	.085	-.415	.153	-.032	.451
-.046	.152	-.157	.099	.105	.157	-.128	.081	-.010	.274	.241	.198
.291	.141	.198	.255	.194	.561	.092	.387	-.103	.255	.465	.525
.145	.298	.061	.011	.064	.514	.072	.200	-.133	.274	.384	.569
.134	.408	.076	.123	.029	.219	-.035	.250	-.259	.431	.134	.433
.336	.298	.170	.011	.064	.247	-.078	.379	-.319	.274	.241	.322
.005	.221	.018	.030	-.079	.034	.202	.060	-.374	.215	.072	.209
.484	.363	.348	.369	.355	.568	.059	.359	-.008	.369	.275	.568
.510	.277	.311	.289	.117	.396	-.142	.546	-.143	.269	.217	.479
.451	.254	.425	.460	.265	.555	.062	.477	.044	.235	.206	.487
.484	.363	.348	.369	.086	.421	-.105	.554	-.008	.369	.119	.433
.356	.408	.331	.431	.172	.375	-.035	.458	-.043	.431	.134	.433
.310	.516	.177	.156	-.054	.277	-.044	.448	.082	.350	.063	.274
.206	.327	-.200	.044	-.118	-.089	-.012	-.097	-.362	.318	-.042	.437
.206	.327	-.086	.044	.266	.189	-.012	-.097	.023	.318	.256	.051
.275	-.115	.110	-.208	-.048	.129	-.105	.164	-.413	.081	.275	.297
.318	.553	.150	.242	.233	.277	-.069	.236	-.138	.621	.181	.462
.283	.093	.008	.167	.003	.211	.261	-.080	-.157	.167	.367	.160
.144	.692	-.068	.345	.186	.452	.289	.086	.102	.345	.227	.298
.129	.500	.042	.131	.705	.616	.018	-.125	-.033	.131	.268	.290

S2_SATAF1_1 5_REV	S2_SATAF1_1 6_REV	S2_SATAF2_1 _REV	S2_SATAF2_2 _REV	S2_SATAF2_3 _REV	S2_SATAF2_4 _REV	S2_SATAF2_5 _REV
.078	.284	.227	-.122	.069	.202	-.075
-.032	.451	-.124	-.012	.562	-.064	.019
.241	.198	.024	-.017	.228	-.024	.360
.465	.525	.031	.400	.567	.188	.644
.384	.569	.323	.245	.528	.275	.360
.134	.433	.279	.110	.385	.070	.117
.241	.322	.173	.245	.378	.125	.485
.072	.209	.277	.026	.008	.247	.133
.275	.568	.020	.330	.597	.144	.432
.217	.479	.084	.310	.670	-.084	.277
.206	.487	.020	.344	.580	-.020	.415
.119	.433	.183	.330	.597	-.020	.432
.134	.433	.105	.293	.560	-.105	.262
.063	.274	.353	.255	.266	.308	.424
-.042	.437	.254	-.124	.324	.211	-.192
.256	.051	.099	-.124	.168	-.099	-.062
.275	.297	.020	.330	.433	.144	.295
.181	.462	.120	.217	.500	.094	.194
.367	.160	.116	.103	.356	.060	.203
.227	.298	.267	.173	.227	.247	.155
.268	.290	-.140	.175	.202	.031	-.095
.227	.290	.227	.227	.227	.227	.227

S1_SATAF1_10_REV	.065	.515	.121	.266	.424	.177	-.030	-.085	.430	.160	.233
S1_SATAF1_11_REV	.355	.035	-.027	.090	.316	.280	-.027	.164	.352	.205	.270
S1_SATAF1_12_REV	.417	.113	.544	.485	.428	.564	.601	.475	.257	.292	.219
S1_SATAF1_13_REV	-.111	-.601	-.045	-.116	-.125	-.197	-.246	-.098	-.169	-.229	-.107
S1_SATAF1_14_REV	.098	.169	.098	.141	.309	.355	.183	.068	.288	.308	.264
S1_SATAF1_15_REV	-.191	-.102	.121	.213	.200	-.028	-.038	-.191	.229	.075	.171
S1_SATAF1_16_REV	.401	.056	.163	.467	.578	.349	.204	.311	.338	.280	.281
S1_SATAF2_1_REV	.201	.154	.257	.051	-.035	.000	-.035	.147	-.076	-.277	-.180
S1_SATAF2_2_REV	-.187	.227	.210	.289	.154	.039	.154	-.155	.263	.247	.275
S1_SATAF2_3_REV	.553	.176	.193	.461	.610	.554	.485	.484	.432	.497	.415
S1_SATAF2_4_REV	.283	.229	.020	.155	.273	.177	.121	.341	.099	-.107	-.026
S1_SATAF2_5_REV	.433	-.120	.289	.181	.289	.361	.418	.449	-.045	.109	-.084
S2_SATAF1_1_REV	.242	.319	.099	.255	.274	.431	.538	.215	.369	.501	.235
S2_SATAF1_3_REV	.123	.162	-.057	.031	.086	.250	.300	.090	.187	.302	.073
S2_SATAF1_4_REV	.044	.538	-.046	.291	.145	.134	.336	.005	.484	.510	.451
S2_SATAF1_5_REV	.239	.176	.152	.141	.298	.408	.298	.221	.363	.277	.254
S2_SATAF1_6_REV	-.085	-.008	-.157	.198	.061	.076	.170	.018	.348	.311	.425
S2_SATAF1_7_REV	.053	-.013	.099	.255	.011	.123	.011	.030	.369	.269	.460
S2_SATAF1_8_REV	-.032	.074	.105	.194	.064	.029	.064	-.079	.355	.117	.265
S2_SATAF1_10_REV	-.012	.195	.157	.561	.514	.219	.247	.034	.568	.396	.555
S2_SATAF1_11_REV	.147	-.185	-.128	.092	.072	-.035	-.078	.202	.059	-.142	.062
S2_SATAF1_12_REV	-.021	.085	.081	.387	.200	.250	.379	.060	.359	.546	.477
S2_SATAF1_13_REV	-.404	-.415	-.010	-.103	-.133	-.259	-.319	-.374	-.008	-.143	.044
S2_SATAF1_14_REV	.242	.153	.274	.255	.274	.431	.274	.215	.369	.269	.235
S2_SATAF1_15_REV	.078	-.032	.241	.465	.384	.134	.241	.072	.275	.217	.206
S2_SATAF1_16_REV	.284	.451	.198	.525	.569	.433	.322	.209	.568	.479	.487

.099	.177	-.112	.189	.346	.099	.392	.321	.313	.621	1.000	.538
.165	.280	-.152	.243	.421	.165	.355	.472	.283	.412	.538	1.000
.257	.363	.076	.165	.345	.445	.417	.097	.036	.147	.228	.206
-.169	-.197	.018	-.396	-.145	-.432	-.284	-.289	.050	-.060	-.378	.063
.288	.355	.355	.100	.100	.011	.371	-.083	.078	.045	.188	-.019
.099	.111	.228	.089	.089	-.031	.150	.165	.188	.136	.255	.165
.201	.203	.074	.202	.072	.474	.222	.313	.249	.354	.390	.470
-.268	-.204	-.129	.218	.218	-.268	-.050	-.041	.060	.077	.289	.131
.263	.234	.049	-.056	.118	.263	.173	.181	.138	.323	.331	-.138
.432	.408	.148	.327	.327	.705	.373	.423	.155	.362	.268	.430
-.066	.000	.112	.346	.189	.099	.174	.410	.313	.067	.375	.396
.096	.060	.171	-.005	-.139	.237	.156	-.039	.124	-.087	-.234	-.164
.369	.431	.350	.318	.318	.369	.621	.167	.345	.324	.174	.108
.187	.250	.316	.356	.579	.187	.431	.227	.221	.282	.177	.280
.484	.356	.310	.206	.206	.275	.318	.283	.144	.129	.189	.064
.363	.408	.516	.327	.327	-.115	.553	.093	.692	.500	.217	.196
.348	.331	.177	-.200	-.086	.110	.150	.008	-.068	.042	.198	.322
.369	.431	.156	.044	.044	-.208	.242	.167	.345	.131	-.044	.108
.086	.172	-.054	-.118	.266	-.048	.233	.003	.186	.705	.446	.197
.421	.375	.277	-.089	.189	.129	.277	.211	.452	.616	.641	.405
-.105	-.035	-.044	-.012	-.012	-.105	-.069	.261	.289	.018	.074	.320
.554	.458	.448	-.097	-.097	.164	.236	-.080	.086	-.125	-.236	-.113
-.008	-.043	.082	-.362	.023	-.413	-.138	-.157	.102	-.033	-.061	.187
.369	.431	.350	.318	.318	.081	.621	.167	.345	.131	.174	.108
.119	.134	.063	-.042	.256	.275	.181	.367	.227	.268	.307	.332
.433	.433	.274	.437	.051	.297	.462	.160	.298	.290	.510	.300

.228	-.378	.188	.255	.390	.289	.331	.268	.375	-.234	.174	.177
.206	.063	-.019	.165	.470	.131	-.138	.430	.396	-.164	.108	.280
1.000	-.304	.176	.063	.454	.099	.258	.465	.228	.252	.417	.161
-.304	1.000	.163	-.147	-.183	.023	-.628	-.253	-.179	.098	-.284	-.056
.176	.163	1.000	.138	.227	-.145	-.125	.076	-.021	.377	.189	.059
.063	-.147	.138	1.000	.410	-.272	.243	.110	.059	.023	-.021	-.028
.454	-.183	.227	.410	1.000	-.142	.286	.786	.185	.301	.222	.058
.099	.023	-.145	-.272	-.142	1.000	-.096	-.167	.144	-.147	-.050	.204
.258	-.628	-.125	.243	.286	-.096	1.000	.323	-.221	-.080	.173	-.156
.465	-.253	.076	.110	.786	-.167	.323	1.000	.165	.218	.373	.262
.228	-.179	-.021	.059	.185	.144	-.221	.165	1.000	.085	.174	.354
.252	.098	.377	.023	.301	-.147	-.080	.218	.085	1.000	.156	-.090
.417	-.284	.189	-.021	.222	-.050	.173	.373	.174	.156	1.000	.739
.161	-.056	.059	-.028	.058	.204	-.156	.262	.354	-.090	.739	1.000
-.014	-.396	-.032	-.158	-.057	.036	.118	.197	.189	-.139	.592	.579
.230	.034	.205	-.011	.024	.250	.096	.107	.217	.086	.553	.408
.053	.003	.193	.093	.101	-.083	.008	.009	.018	.058	.307	.204
.169	.062	.007	-.021	.043	.201	.173	.014	-.044	-.030	.242	.123
.213	-.026	.044	.194	.177	.164	.264	.254	.041	-.007	.409	.315
.287	-.127	.170	.215	.458	.102	.381	.426	.199	-.128	.469	.375
.023	.130	-.157	-.140	.090	.086	-.186	.098	.693	.008	.147	.315
.342	.009	.384	-.042	.208	-.272	.026	.151	-.088	.316	.492	.250
-.216	.549	.036	.139	-.291	-.071	-.162	-.433	-.214	-.406	-.404	-.259
.417	-.111	.189	.150	.043	.201	.173	.014	.174	.156	.242	.123
.345	.105	.166	.182	.590	-.055	.031	.522	.425	.229	.387	.468
.489	-.536	.137	.417	.638	.000	.428	.438	.204	-.035	.462	.144

.189	.217	.198	-.044	.446	.641	.074	-.236	-.061	.174	.307	.510
.064	.196	.322	.108	.197	.405	.320	-.113	.187	.108	.332	.300
-.014	.230	.053	.169	.213	.287	.023	.342	-.216	.417	.345	.489
-.396	.034	.003	.062	-.026	-.127	.130	.009	.549	-.111	.105	-.536
-.032	.205	.193	.007	.044	.170	-.157	.384	.036	.189	.166	.137
-.158	-.011	.093	-.021	.194	.215	-.140	-.042	.139	.150	.182	.417
-.057	.024	.101	.043	.177	.458	.090	.208	-.291	.043	.590	.638
.036	.250	-.083	.201	.164	.102	.086	-.272	-.071	.201	-.055	.000
.118	.096	.008	.173	.264	.381	-.186	.026	-.162	.173	.031	.428
.197	.107	.009	.014	.254	.426	.098	.151	-.433	.014	.522	.438
.189	.217	.018	-.044	.041	.199	.693	-.088	-.214	.174	.425	.204
-.139	.086	.058	-.030	-.007	-.128	.008	.316	-.406	.156	.229	-.035
.592	.553	.307	.242	.409	.469	.147	.492	-.404	.242	.387	.462
.579	.408	.204	.123	.315	.375	.315	.250	-.259	.123	.468	.144
1.000	.327	.367	.318	.266	.468	.143	.460	-.362	.044	.107	.309
.327	1.000	.083	.553	.421	.472	.200	.272	.071	.553	-.014	.354
.367	.083	1.000	.150	.254	.490	.046	.411	.079	-.006	.197	.250
.318	.553	.150	1.000	.233	.277	.147	.492	.128	.621	-.025	.284
.266	.421	.254	.233	1.000	.602	.084	-.005	-.218	.056	.330	.232
.468	.472	.490	.277	.602	1.000	.249	.302	.011	.085	.468	.595
.143	.200	.046	.147	.084	.249	1.000	.006	-.036	-.069	.416	.020
.460	.272	.411	.492	-.005	.302	.006	1.000	-.101	.236	.228	.337
-.362	.071	.079	.128	-.218	.011	-.036	-.101	1.000	.128	-.266	-.224
.044	.553	-.006	.621	.056	.085	-.069	.236	.128	1.000	-.025	.284
.107	-.014	.197	-.025	.330	.468	.416	.228	-.266	-.025	1.000	.212
.309	.354	.250	.284	.232	.595	.020	.337	-.224	.284	.212	1.000

.025	.026	.421	-.025	.062
.385	-.270	.101	.173	-.154
-.039	.225	.401	.039	.230
.141	-.305	-.622	.153	-.171
-.087	-.048	.157	-.119	-.010
.050	.236	.335	.337	.272
-.004	.251	.521	.207	.108
.028	-.419	-.229	-.313	-.167
-.288	.584	.596	-.256	.437
-.069	.334	.514	.171	.150
.394	-.104	.050	.591	.165
-.067	-.026	-.114	.172	.305
-.094	.442	.500	.094	.194
.105	.110	.210	.070	-.029
-.056	.202	.480	-.099	.197
.185	.120	.157	.171	.107
.163	.041	.132	-.074	.380
-.094	.217	.284	-.120	.194
-.472	.261	.116	.072	.171
.083	.362	.516	.026	.335
.332	.067	-.142	.400	.098
-.046	.287	.432	-.099	.272
.439	-.203	-.266	.012	-.055
.120	.217	.284	.094	.373
-.056	.284	.285	.289	.327
.141	.360	.788	.161	.185

S2_SATAF2_1_REV	.227	-.124	.024	.031	.323	.279	.173	.277	.020	.084	.020
S2_SATAF2_2_REV	-.122	-.012	-.017	.400	.245	.110	.245	.026	.330	.310	.344
S2_SATAF2_3_REV	.069	.562	.228	.567	.528	.385	.378	.008	.597	.670	.580
S2_SATAF2_4_REV	.202	-.064	-.024	.188	.275	.070	.125	.247	.144	-.084	-.020
S2_SATAF2_5_REV	-.075	.019	.360	.644	.360	.117	.485	.133	.432	.277	.415

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	.196	-.628	.939	1.567	-1.495	.054	52

.369	.431	.156	.044	.044	-.208	.242	.167	.345	.131	-.044	.108
.086	.172	-.054	-.118	.266	-.048	.233	.003	.186	.705	.446	.197
.421	.375	.277	-.089	.189	.129	.277	.211	.452	.616	.641	.405
-.105	-.035	-.044	-.012	-.012	-.105	-.069	.261	.289	.018	.074	.320
.554	.458	.448	-.097	-.097	.164	.236	-.080	.086	-.125	-.236	-.113
-.008	-.043	.082	-.362	.023	-.413	-.138	-.157	.102	-.033	-.061	.187
.369	.431	.350	.318	.318	.081	.621	.167	.345	.131	.174	.108
.119	.134	.063	-.042	.256	.275	.181	.367	.227	.268	.307	.332
.433	.433	.274	.437	.051	.297	.462	.160	.298	.290	.510	.300
.183	.105	.353	.254	.099	.020	.120	.116	.267	-.140	.025	.385
.330	.293	.255	-.124	-.124	.330	.217	.103	.173	.175	.026	-.270
.597	.560	.266	.324	.168	.433	.500	.356	.227	.202	.421	.101
-.020	-.105	.308	.211	-.099	.144	.094	.060	.247	.031	-.025	.173
.432	.262	.424	-.192	-.062	.295	.194	.203	.155	-.095	.062	-.154

.169	.062	.007	-.021	.043	.201	.173	.014	-.044	-.030	.242	.123
.213	-.026	.044	.194	.177	.164	.264	.254	.041	-.007	.409	.315
.287	-.127	.170	.215	.458	.102	.381	.426	.199	-.128	.469	.375
.023	.130	-.157	-.140	.090	.086	-.186	.098	.693	.008	.147	.315
.342	.009	.384	-.042	.208	-.272	.026	.151	-.088	.316	.492	.250
-.216	.549	.036	.139	-.291	-.071	-.162	-.433	-.214	-.406	-.404	-.259
.417	-.111	.189	.150	.043	.201	.173	.014	.174	.156	.242	.123
.345	.105	.166	.182	.590	-.055	.031	.522	.425	.229	.387	.468
.489	-.536	.137	.417	.638	.000	.428	.438	.204	-.035	.462	.144
-.039	.141	-.087	.050	-.004	.028	-.288	-.069	.394	-.067	-.094	.105
.225	-.305	-.048	.236	.251	-.419	.584	.334	-.104	-.026	.442	.110
.401	-.622	.157	.335	.521	-.229	.596	.514	.050	-.114	.500	.210
.039	.153	-.119	.337	.207	-.313	-.256	.171	.591	.172	.094	.070
.230	-.171	-.010	.272	.108	-.167	.437	.150	.165	.305	.194	-.029

.318	.553	.150	1.000	.233	.277	.147	.492	.128	.621	-.025	.284
.266	.421	.254	.233	1.000	.602	.084	-.005	-.218	.056	.330	.232
.468	.472	.490	.277	.602	1.000	.249	.302	.011	.085	.468	.595
.143	.200	.046	.147	.084	.249	1.000	.006	-.036	-.069	.416	.020
.460	.272	.411	.492	-.005	.302	.006	1.000	-.101	.236	.228	.337
-.362	.071	.079	.128	-.218	.011	-.036	-.101	1.000	.128	-.266	-.224
.044	.553	-.006	.621	.056	.085	-.069	.236	.128	1.000	-.025	.284
.107	-.014	.197	-.025	.330	.468	.416	.228	-.266	-.025	1.000	.212
.309	.354	.250	.284	.232	.595	.020	.337	-.224	.284	.212	1.000
-.056	.185	.163	-.094	-.472	.083	.332	-.046	.439	.120	-.056	.141
.202	.120	.041	.217	.261	.362	.067	.287	-.203	.217	.284	.360
.480	.157	.132	.284	.116	.516	-.142	.432	-.266	.284	.285	.788
-.099	.171	-.074	-.120	.072	.026	.400	-.099	.012	.094	.289	.161
.197	.107	.380	.194	.171	.335	.098	.272	-.055	.373	.327	.185

-.094	.217	.284	-.120	.194
-.472	.261	.116	.072	.171
.083	.362	.516	.026	.335
.332	.067	-.142	.400	.098
-.046	.287	.432	-.099	.272
.439	-.203	-.266	.012	-.055
.120	.217	.284	.094	.373
-.056	.284	.285	.289	.327
.141	.360	.788	.161	.185
1.000	-.276	-.088	.335	.033
-.276	1.000	.575	.148	.547
-.088	.575	1.000	-.034	.310
.335	.148	-.034	1.000	.272
.033	.547	.310	.272	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
S1SATAF1 Q2	175.2800	157.377	.424	.	.913
S1SATAF1 Q9	175.4000	158.500	.304	.	.914
S1SATAF3 Q1	175.5200	157.510	.382	.	.913
S1SATAF3 Q2	175.6000	153.333	.690	.	.910
S1SATAF3 Q3	175.3600	155.323	.786	.	.910
S1SATAF3 Q4	175.2400	157.773	.676	.	.911
S1SATAF3 Q5	175.3600	156.907	.649	.	.911
S2SATAF1 Q2	175.3200	158.060	.373	.	.913
S2SATAF1 Q9	175.2800	156.460	.754	.	.910
S2SATAF3 Q1	175.3200	155.393	.680	.	.910
S2SATAF3 Q2	175.3600	155.573	.647	.	.911
S2SATAF3 Q3	175.2800	157.127	.692	.	.911
S2SATAF3 Q4	175.2400	157.857	.668	.	.911
S2SATAF3 Q5	175.4400	157.340	.439	.	.913
S1_SATAF1_1_REV	175.3200	160.393	.368	.	.913
S1_SATAF1_3_REV	175.3200	160.227	.382	.	.913
S1_SATAF1_4_REV	175.2800	159.710	.451	.	.913
S1_SATAF1_5_REV	175.1600	158.807	.713	.	.912
S1_SATAF1_6_REV	175.6800	156.060	.403	.	.913
S1_SATAF1_7_REV	175.1200	161.610	.453	.	.913

S1_SATAF1_8_REV	175.4800	159.093	.326	.	.914
S1_SATAF1_10_REV	175.4400	157.923	.456	.	.912
S1_SATAF1_11_REV	175.5600	159.090	.429	.	.913
S1_SATAF1_12_REV	175.4800	157.677	.545	.	.912
S1_SATAF1_13_REV	176.9200	170.160	-.307	.	.921
S1_SATAF1_14_REV	175.3600	159.740	.267	.	.915
S1_SATAF1_15_REV	176.0800	160.077	.229	.	.915
S1_SATAF1_16_REV	175.9600	154.373	.573	.	.911
S1_SATAF2_1_REV	176.4400	165.257	-.049	.	.917
S1_SATAF2_2_REV	175.8000	161.250	.252	.	.914
S1_SATAF2_3_REV	175.6800	153.227	.644	.	.910
S1_SATAF2_4_REV	176.4400	159.507	.345	.	.913
S1_SATAF2_5_REV	175.7600	161.273	.182	.	.915
S2_SATAF1_1_REV	175.1600	159.723	.601	.	.912
S2_SATAF1_3_REV	175.2400	160.523	.404	.	.913
S2_SATAF1_4_REV	175.3200	159.977	.404	.	.913
S2_SATAF1_5_REV	175.0800	162.160	.525	.	.913
S2_SATAF1_6_REV	175.7200	158.543	.282	.	.915
S2_SATAF1_7_REV	175.1600	162.140	.311	.	.914
S2_SATAF1_8_REV	175.6000	158.583	.323	.	.914
S2_SATAF1_10_REV	175.5600	153.423	.681	.	.910
S2_SATAF1_11_REV	175.4800	162.177	.159	.	.915
S2_SATAF1_12_REV	175.4000	159.917	.381	.	.913

S2_SATAF1_13_REV	176.8800	167.610	-.242	.	.918
S2_SATAF1_14_REV	175.1600	161.057	.440	.	.913
S2_SATAF1_15_REV	176.0800	156.743	.507	.	.912
S2_SATAF1_16_REV	175.8400	152.640	.672	.	.910
S2_SATAF2_1_REV	176.5200	162.260	.152	.	.915
S2_SATAF2_2_REV	175.7200	159.960	.327	.	.914
S2_SATAF2_3_REV	175.6000	155.250	.639	.	.911
S2_SATAF2_4_REV	176.5600	161.257	.220	.	.915
S2_SATAF2_5_REV	175.6800	156.727	.437	.	.913

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
179.0400	164.873	12.84030	52

Appendix K - Transcriptions

Results OAL Study Stage 2 – Transcription P1

Video: A

Themes	No.	Transcription (Interviewer in bold)	Notes
Informative	1	Alright, now we are recording. Are you happy to continue <u>first of</u>	Video was informative
	2	<u>all</u>?	
	3		
	4	Uh yes.	
	5		
	6	Alright, thank you. Ok, my first question for you: what are you first	
	7	thoughts having watched that video?	
	8		
	9	Umm... I think it was... a... like... good video... like... explaining... um	
	10	what... autism spectrum disorder is... and what people um... with autism	
Perspective remained	11	spectrum disorder can like experience.	No new information
	12		
	13	Thank you. Did the video provide you with any information you	
	14	didn't already know?	
	15		
	16	Mmm... I don't think so.	
	17		
	18	Alright, that's ok. Would you say the video has shifted your	
	19	perspective on autism in any way at all?	
	20		
	21	Hmm... <u>no</u> I think my perspective stayed the same.	
	22		
	23	Ok, thank you. How was your experience with the presentation of	
	24	information within the video?	
	25		
	26		

Easy to understand	27	Um... I really like the animation. I thought... um... the animation... like...	Video was easy to understand
	28	umm... like visually communicated very clearly what... umm like the	
	29	video was like trying to convey... and... uh it was just like very pleasant	
	30	to look at I think... and... yeah as I said like I think everything was	
	31	explained very clearly.	
	32		
	33	Thank you. What are your thoughts on learning new topics using	
	34	videos compared to written information?	
	35		
	36	Umm... I think... in videos like you have that extra... like visual element	Videos preferred
Videos over words	37	that maybe can convey... like certain information that just written words	
	38	like can't... umm... whereas with written words it's like only... like words	
	39	describing stuff whereas in a video you can actually see what its	
	40	explaining.	
	41		
	42	Thank you. And final questions for you: how did the content of the	
	43	video make you feel?	
	44		
	45	Umm... I think... it made me feel... (long pause)	
Positive video	46		Liked video
	47	It's alright if you don't have an answer as well.	
	48		
	49	Ok. Umm... well it was a positive experience um... so... I-I don't if I have	
	50	like a s-specific emotion it brought up... but I guess more just like... um...	
	51	I felt very like comfortable watching it... umm... yeah.	
	52		
	53	Alright, thank you very much. I'll stop the recording now.	

Results OAL Study Stage 2 – Transcription P2

Video: B

Themes	No.	Transcription (Interviewer in bold)	Notes
Sympathy for autism	1	Alright... It's recording.	Sympathy for autistic people
	2		
	3	Ok.	
	4		
	5	Are you happy to continue?	
	6		
	7	Yes.	
	8		
	9	Alright, thank you. Ok, first question: what are you first thoughts having watched that video?	
	10		
	11		
	12	Uhh... first thoughts having watched that video, I feel... bad... for people	
	13	who go extended periods of their life without... kinda getting the autism	
	14	diagnosis and then realising much later in life than they should have	
	15	that... umm... they now understand like what their behaviour is and like	
	16	recontextualises things which she said herself was like a burden coming	
	17	of and it makes sense now kinda thing.	
	18		
	19	Did the video provide you with any information you didn't already know?	
	20		
	21		
	22	Umm... I wanna say didn't or like already know... more like had an idea	
	23	but it's nice hearing it from... like an autistic person's mouth basically...	
	24	umm... yeah basically just that... cuz she was gonna kill herself but	
	25	having the recontextualisation of like 'oh I'm autistic it's not really my	
	26	fault' is like a nice thing to hear.	

Informative	27		Insight from video
	28		
	29	Ok. Would you say that the video has shifted your perspective on autism in any way?	
	30		
	31	Umm... yeah, a little bit. Umm... I wouldn't say I was like negative to	
	32	autism or anything but it's like... umm... definitely... makes like sense that	
	33	she was saying... umm... 'oh I just lived all my life with like these little	
	34	ticks' with the yarn and stuff like that and she just assumed that was me	
	35	but then linking that then to autism makes sense for her so umm... yeah	
	36	I think it just gives a bit more of an insight really... into it, so...	
	37		
	38	Alright. How was your experience with the presentation of information within the video?	Video was emotive
	39		
	40		
	41	How... what like the youtube video was set out?	
	42		
	43	Yeah.	
	44		
	45	Uhh... yeah yeah good, interesting like seeing pictures of her when she	
	46	was younger while she was talking about her her being younger... hm	
	47	and it's on like the autism awareness something youtube channel and	
	48	stuff... uh... yeah, it's good, was emotional, nice to see.	
	49		
Emotive video	50	Thanks. Next question: what are your thoughts on learning new topics using videos rather than written information?	Preferred videos
	51		
	52		
	53	I like watching videos, I like watching... I'm a very uh... uh visual... like a	
	54	auditory visual learner... yeah, so like... I like watching stuff having stuff	
	55	explained to me like... via youtube video like... something like that yeah it	
	56	just makes more sense to me... So yeah it's a good format... I like it.	
	57		
Videos over words			

Mixed emotions	58	Thank you. Last question for you: how did the content of the video make you feel?	Mixed emotions – sad yet hopeful
	59 60 61 62 63 64 65 66	Umm... a little bit like sad but also like... hopeful... and umm... kinda like umm... I kinda knew it anyway but like everyone's autism is like slightly different kinda thing... so it's like... my best mate is severely autistic... but his flavour of autism is very different to like her flavour of autism but it's all just like a spectrum... umm... What was the question again sorry?	
More autism awareness	67	How did that content of the video make you feel?	Increased awareness of autism
	68		
	69	Uhh... yeah... a little bit, little bit hope- like hopeful but then also give me	
	70	like more awareness that... there are like different flavours of autism like	
	71	along the spectrum basically and just like a better understanding in like	
	72	that way I guess.	
	73		
	74	Ok, thank you very much. I will stop the recording now.	
	75		
	76 77		

Results OAL Study Stage 2 – Transcription P3

Video: A

Themes	No.	Transcription (Interviewer in bold)	Notes
Informative	1	Ok, we are recording. First of all, are you happy to continue?	Video was educational
	2		
	3	Yes yep.	
	4		
	5	Ok. My first question for you: what are your first thoughts having watched that video?	
	6		
	7		
	8	Umm... I mean it makes me feel no different, umm... it was quite	
	9	educational with some of like the statistics behind autism yeah.	
	10		
New info	11	Thank you. Did the video provide you with any information you didn't already know?	Learnt something new
	12		
	13		
	14	Yes, yeah... definitely like how many people within the UK do have	
Perspective remained	15	autism... didn't know there was that many.	Perspective didn't change
	16		
	17	Thank you. Would you say that the video has shifted your perspective on autism in any way?	
	18		
	19		
	20	No.	
	21		
	22	Ok. How was your experience with the presentation of information within the video?	
	23		
	24		
	25		
	26		

Easy to understand	27	It was quite like I said quite educational it was quite straight forward, uh	Video was easy to understand
	28	easy to remember... um... I liked like the little video they had with it it	
	29	was quite cute.	
	30		
Videos over words	31	Ok. What are your thoughts on learning new topics using videos compared to written information?	
	32		
	33	Umm... me personally I do think it would be more beneficial umm... as	Preferred videos
	34	maybe somebody doesn't always retain information just through written	
	35	words but maybe watching a video or even a film... they might obtain the	
	36	information a bit better.	
	37		
	38		
	39	Ok. And my last questions for you: how did the content of the video make you feel?	
	40		
	41	No different. No, no different. Umm... quite a few of my friends and my	Felt the same
	42	other half, he's autistic as well... um... so yeah... no different.	
	43		
	44		
	45	Alright, thank you very much. I'll stop the recording now.	
	46		

Results OAL Study Stage 2 – Transcription P4

Video: B

Themes	No.	Transcription (Interviewer in bold)	Notes
	1	Alright, we are recording. First of all, are you happy to continue?	
	2		
	3	Yes, no problem.	
	4		
	5	Alright, thank you. First question for you: what are your first thoughts having watched that video?	
	6		
New info	7		
	8	I was surprised at how... not normal they presented... but sometimes I	Learnt something new
	9	think you... a-associate autism with like you say sometimes having	
	10	reactions or movements whereas actually... it was...it... I don't wanna say	
	11	she was a normal person and autistic people aren't but... there was	
	12	nothing wrong with that woman it was just that she had autistic-autism	
	13	or autistic traits... umm... and it was nice to see that people who... think	
	14	they can't have it actually have got it and they can still be diagnosed.	
	15		
	16	Thank you. Did the video provide you with any information you didn't already know?	
	17		
	18		
	19	Uhh... no not really I don't think so I don't think much came up from the	
	20	video... uh possibly like I said... y'know she seems to be living a normal	
	21	life... there's not... restrictions on her she's managed to do... y'know get	
New info	22	a degree etc like that so it's... based on what I knew as when I was a	Learnt something new
	23	child it is completely different to what I was expecting an autistic person	
	24	to be so there is that.	
	25		
	26		

Perspective remained	27 28 29 30 31 32 33 34 35	Thank you. Would you say that the video has shifted your perspective on autism in any way? Um yes and no... I think I got... a nephew who I believe is on the... spectrum, I think he may have autism or something related so I've kinda seen how... these things can be other the years so I think... it hasn't changed my opinion recently but it's a different opinion to what I would have if I watched it say ten years ago.	Perspective has changed but not due to video
Enjoyed video	36 37 38 39 40 41 42 43 44	Good. Thank you. How was your experience with the presentation of information within the video? Umm... within the video, it was fine cuz it was more like a general chit chat umm... it was more informal, it wasn't kind of... it wasn't a difficult watch then... I think if it was a video with lots of different stats and figures it probably would've struggled I would've struggled with it but it was nice, just felt like you were chatting to someone.	Enjoyed video format
Videos and words preferred	45 46 47 48 49 50 51 52 53 54	Thank you. What are your thoughts on learning new topics using videos rather than written information? I... I quite enjoy learning from a video to be honest with you... my only issue is that sometimes I like to make notes myself so with a video I'd have to pause it, maybe write things down or go back and forth... but... even just little things at home like things I'm unsure of I do kind of chuck youtube on every now and again just to get... like a simpler version of it so yeah I'm more for learning via video.	Likes videos Preferred to have both videos and written information
Positive video	55 56 57	Thank you and last question for you: how did the content of the video make you feel?	Positive reaction to video

Hope from video	58 59 60 61 62 63 64 65 66 67 68 69 70 71	Umm, quite positive. Again, this woman sitting there, she's living a normal life and its quite refreshing to see that and it's... because again I think... over the years, I'm 42 so over the years it's kind of like, autism's gone from this thing that's quite frowned upon or people are judged for it and I think there's a lot more acceptance now so... it was quite nice to see that... y'know that there is someone out there who can get a degree, they can do whatever they want and autism doesn't hold them back, whereas previously I wouldn't have thought that... um I'm going through my own diagnosis at the moment with mental health teams as well so it's... it's nice to know that no matter what label they give me at the end of it, there is still things I can do, there's no real limitations to it... so yeah. Thank you very much, I'll stop the recording now.	Hopeful from video content
-----------------	--	--	----------------------------

Results OAL Study Stage 2 – Transcription P5

Video: A

Themes	No.	Transcription (Interviewer in bold)	Notes
New info	1	We're recording. Ok, first of all: are you happy to continue?	Learnt something new
	2		
	3	Yes.	
	4		
	5	Alright, thank you. First question: what are your first thoughts having watched that video?	
	6		
	7		
	8	Umm... well umm... considering I... it is a spectrum... some of the	
	9	questions were- I'd say some of the questions in the survey... I would of	
	10	uh... liked a uh unsure button because- for example it says some umm...	
	11	some children with autism are... umm... sorry what question was that	
	12	umm... (long pause)	
	13		
	14	That's alright, we can move on.	
	15		
	16	Yeah, uhh... basically that some of... like very absolute questions...	
	17	where... since it is a spectrum not all of them will for example be violent	
	18	as I think one of the questions was or... not all of them... umm... well the	
	19	video did say that all of them have repetitive behaviours, but initially I	
	20	thought that... since it is a spectrum not all of them would have it, but the	
	21	video seemed to suggest that all of them have it so... uhh that was	
	22	surprising, I guess.	
	23		
	24	Ok. Do you have any more thoughts on the video itself?	
	25		
	26		

Perspective changed	27	Umm... also... I found it surprising that it said that only one in six adults	Perspective changed
	28	with autism have a full-time job... I expected that it wouldn't be that big	
	29	of an issue... uhh... uhh... I-I always had the idea that a lot of people... not	
	30	necessarily as the survey would say grow out of it but... sort of learn to	
	31	live with it... but I suppose that's not the case if not all of them can...	
	32	have full time jobs.	
	33		
	34	Thank you. Did the video provide you with any information you didn't already know?	
	35		
	36		
Perspective changed	37	Uhh well yes I suppose as uhh I answered in the first question yes.	
	38		
	39	Alright, thank you. Would you say the video has shifted your perspective on autism in any way?	
	40		
	41		
	42	... Yes, so... mostly as I said will the full-time jobs umm... I guess it's	
	43	uhh... it affects them... regardless... even if it's maybe just slight on the	
	44	spectrum... I guess maybe maybe that's something deeper... that you'd	
	45	have to read into but... I guess by that video you'd assume that even if	
	46	you have slight autism, it will affect you majorly... I suppose.	
Basic video	47		Would have liked more from video - basic
	48	Thank you. How was your experience with the presentation of information within the video?	
	49		
	50		
	51	Umm... it was... it was ok... umm... I'd say... a bit more... it could be a bit	
	52	longer, maybe explain a bit more detail... how... maybe the variances...	
	53	in the spectrum... as for example that one in six full-time job maybe... a	
	54	bit more details on... on maybe how severe... the autism has to be on the	
	55	spectrum for that to occur... however, it's just overall... or across the	
	56	entire spectrum, I suppose.	
	57		

Videos over words	58	Thank you. Next question: what are your thoughts on learning new topics using videos rather than written information?	Preferred videos
	59		
	60		
	61	I'd say it's- personally for me it's probably better because uhh... just	
	62	reading I guess I can lose focus sometimes... but having visual aids and	
	63	uhh... audio, I think helps uhh... focus me in, especially the visual cues	
	64	help a lot with understanding and... really... interpreting the information	
	65	correctly, I suppose.	
	66		
	67	Thank you, and last question for you: how did the content of the video make you feel?	
More awareness of autism	68		Increased awareness of autism
	69		
	70	Umm... I think enlightened's probably the wrong word but uhh... kind of	
	71	uhh... opened my eyes a bit to... how it's... it appears to be... an actual	
	72	problem... for a lot of people with autism so... yeah, I guess it raised my	
	73	awareness I suppose... which was... probably the point of it... yeah.	
	74		
	75	Alright, thank you very much. I will stop the recording now.	
	76		
	77		
	78		
	79		
	80		

Results OAL Study Stage 2 – Transcription P6

Video: B

Themes	No.	Transcription (Interviewer in bold)	Notes
New info	1	Alright, we are recording now. First of all, are you happy for us to continue?	Learnt something new
	2		
	3		
	4	Yeah.	
	5		
	6	Thank you very much. First question for you: what are your first thoughts having watched that video?	
	7		
	8		
	9	Umm... I s'pose... it's surprising how many people have autism that you	
	10	wouldn't even... suspect... really.	
New info	11		Learnt something new
	12	Mhm. Next question: did the video provide you with any information you did not already know?	
	13		
	14		
	15	Umm... (long pause) ... yes? Umm... this is hard cuz like obviously s-	
	16	she's lived her life... quite... for some time before even... thinking she	
	17	had autism and... I dunno... that really – that someone could live with	
	18	autism and not realise	
	19		
	20	Thank you. Would you say the video has shifted your perspective on autism in any way at all?	
Perspective remained	21		Perspective stayed the same
	22		
	23	Umm... no.	
	24		
	25	Ok, thank you. Next question for you: how was your experience with the presentation of information within the video?	
	26		

Easy to understand	27	Umm... what do you mean?	
	28		
	29		
	30	Uh so as, was the information provided easy for you to understand?	
	31		
Videos over words	32		
	33	Ah, yeah yeah it was really easy to understand it was nice to hear	Video was easy to understand Different perspective
	34	someone with autism whose gone through it, without knowing. It was... it	
	35	was good to get that perspective... yeah.	
	36		
	37	Thank you. What are your thoughts on learning new topics using videos compared to written information?	
Mixed emotions	38		
	39		
	40	That could be helpful for a lot of people... yeah, cuz some people...	Preferred videos - impersonal
	41	prefer... visual rather than trying to... work out the words, basically,	
	42	yeah.	
	43		
	44	Thank you. My final question for you: how did the content of the video make you feel?	
Hopeful	45		
	46		
	47	Oh, happy, sad? It was really mixed emotions... cuz she'd been through	Mixed emotions from video Hopeful towards end
	48	so much so it was really hard to hear that part and... how... she'd come	
	49	to... well, she wanted to end her life basically, and that was really	
	50	upsetting, but at the end then when she was looking back at all the good	
	51	things... that autism... provided her with, really. That was really good,	
	52	really happy... yeah.	
	53		
	54	Thank you very much. I'll stop the recording now.	
	55		
	56		

Results OAL Study Stage 2 – Transcription P7

Video: A

Themes	No.	Transcription (Interviewer in bold)	Notes
Basic video	1	Alright, and we're recording. Thank you. First of all, are you happy for us to continue?	
	2		
	3		
	4	Yeah, yes.	
	5		
New info	6	Alright, thank you. First question for you: what are your first thoughts having watched that video?	
	7		
	8		
	9	Uhh very informative, umm... and kinda gives you a basic overview of... what autism is... umm... which is insightful.	Video was insightful yet basic
	10		
More research needed	11		
	12	Alright, thank you. Did the information – apologies – did the video provide you with any information you did not already know?	
	13		
	14		
	15	Uhh my... current knowledge on autism is very limited, so it did give me that basic overview. Umm... but, like I said, it was... quite basic, umm... I understand it can go into a lot more detail than this... uhh, a lot of variations and variety of autism which could be explored more.	Learnt something new yet information was basic
	16		
	17		
	18		
	19		
	20	Alright, thank you. Would you say that the video has shifted your perspective on autism in any way?	
	21		
	22		
	23	Uhh n-no just kind of the basic understanding umm... I think it needs more... research into... further types of autism.	More research needed
	24		
	25		
	26		

Engaging	27	Thank you very much. How was your experience with the presentation of information within the video?	Good basic start
	28-34	Uhh j- it's engaging, umm... again basic uhh but... for someone who doesn't know anything about autism it's probably a very good direction to take... umm... with the pictures with the colours with the music... umm... so it's engaging in that sense.	
Videos over words	35	Thank you. What are your thoughts on learning new topics using videos compared with written information?	Video was engaging Finds shorter videos easier to digest Might not answer questions Wants to know more
	36-43	I think with videos it's- if it's short it's it can be quite feasible to digest umm... but... with videos you're kinda limited to... the questions that you may have... thus meaning more research is in... in class or verbal presentations you can kinda get that extra piece of information you're looking for.	
	44	Alright, thank you. My final question for you: how did the content of the video make you feel?	
	45-49	Uhh... pretty neutral... umm... no feelings otherwise just... maybe a bit of an eagerness to- to learn more.	
	50	Alright, thank you very much. I'll stop the recording now.	

Results OAL Study Stage 2 – Transcription P8

Video: B

Themes	No.	Transcription (Interviewer in bold)	Notes
Sympathy	1	Alright, we are now recording. First of all, are you happy for us to continue?	Sympathy for woman in video
	2		
	3		
	4	Yes.	
	5		
	6	Thank you very much. First questions for you: what are your first thoughts having watched that video?	
	7		
	8		
	9	Umm... I feel very bad for the person involved umm... she seemed to have had almost no help for a lot of the – well for quite a lot of her life... uh it looked like people did try and help her but it was more... standardised things which ended up backfiring and causing her mental health issues... yeah, so I felt quite bad.	
	10		
New info	11	Thank you. Did the video provide you with any information you didn't already know?	More context to information already known
	12		
	13		
	14		
	15		
	16		
	17		
	18	Umm... to a certain extent yeah uhh umm mainly with how people's uh autism were treated umm... uh I would say back in the day but uh umm uh a little bit... e-earlier umm... yeah umm I didn't know that I understand the mental health side of umm ASD umm yeah... so just really the history of it.	
	19		
	20		
	21		
	22		
	23		
	24	Thank you. Would you say the video has shifted your perspective on autism in any way at all?	
	25		
	26		

Perspective remained	27	Umm... no umm... I-I would say that... I had an understanding that every-	
	28	every person umm is different um with autism as it is a spectrum uh...	
	29	and so it's it's ... it's pretty cool to see umm that that it's uh yeah that	
	30	everyone's... uh yeah, I wouldn't say it shifted.	Perspective stayed the same
	31		
	32	Thank you. How was your experience with the presentation of	
	33	information within the video?	
	34		
	35	Umm... can you elaborate?	
	36		
	37	Umm so as was the information in the video easy for you to	
	38	understand?	
	39		
Easy to understand	40	Oh yeah, uh umm... yeah umm... yeah, it was simple.	Video was easy to understand
	41		
	42	Alright, thank you. What are your thoughts on learning new topics	
	43	using videos compared with written information?	
	44		
Videos over words	45	Sometimes visual information j- as well as auditory is better than just	Preferred videos – finds them more helpful
	46	reading it on a piece of paper umm... especially youtube videos... with	
	47	technology it's easy to interact with what you're doing umm... Links can	
	48	be shown as well as visual information like diagrams can be easily	
	49	interacted with... so yeah, I say it's better.	
	50		
	51	Thank you. My final question for you then: how did the content of	
	52	the video make you feel?	
	53		
Mixed emotions	54	Umm... I mean uhh ... upset but umm... upset to- not actually upset just	Mixed emotions
	55	uhh ... feeling bad for the uh... for the person involved but umm... glad	
	56	that she obviously had the... umm... diagnosis and was able to get the	
	57		

	58	help she deserved for uh... for her mental health... umm and... it gave	
	59	her understanding of herself and... umm, yeah... yeah.	
	60		
	61	Thank you very much, I'll stop recording now.	

Results OAL Study Stage 2 – Transcription P9

Video: A

Themes	No.	Transcription (Interviewer in bold)	Notes
New info	1	Alright, and now we are recording. Alright... first of all, are you	Learnt something new
	2	happy for us to continue?	
	3		
	4	Yeah.	
	5		
	6	Ok, thank you. First question for you: what are your first thoughts	
	7	having watched that video?	
	8		
	9	Umm... I didn't know as much about autism as I did so... from the video.	
	10		
Perspective remained	11	Thank you. Did the video provide you with any information you	Learnt something new
	12	didn't already know?	
	13		
	14	Yeah.	
	15		
	16	Good, good. Would you say the video has shifted your perspective	
	17	on autism in any way at all?	
	18		
	19	Umm... I don't think I really had a perspective on autism to start with	
	20	like... didn't have any negative views on it so... no.	
Easy to understand	21		Video was easy to understand
	22	Alright, thank you. How was your experience with the presentation	
	23	of information within the video?	
	24		
	25	It was quite nice, easy to understand... yeah.	
	26		

Videos over words	27	Thank you. What are your thoughts on learning new topics using	Preferred videos
	28	videos compared with written information?	
	29		
	30	I prefer videos... a lot more... than like reading something.	
	31		
	32	Thank you. Final question: how did the content of the video make	
	33	you feel?	
	34		
	35	Umm... not sure...	
	36		
	37	That's alright.	
	38		
	39	(Laughs)	
	40		
	41	That's okay if you don't have an answer. I'll stop the recording now.	
	42		
	43		

Results OAL Study Stage 2 – Transcription P10

Video: B

Themes	No.	Transcription (Interviewer in bold)	Notes
Understood woman	1	Alright, we are recording. First of all, are you happy for us to continue?	Gained some understanding of woman in video
	2		
	3		
	4	Yeah yesss .	
	5		
	6	Okay, thank you very much. First question for you: what are your first thoughts having watched that video?	
	7		
	8		
	9	... Don't really have any thoughts about it to be honest... s-she seems	
	10	like a- seems like a very capable person (inaudible)... didn't really see	
	11	like the way she was explaining it didn't really seem like autism had	
	12	affected her life but... she had some relief after acknowledging like...	
	13	there were some aspects of her life that she like... got comfortable with	
	14	after finding out but otherwise I feel like she's s-she lived a normal life	
	15	up until then... with a bit of difficulty and bumps in the road.	
	16		
	17	Thank you. Uh next question for you: did the video provide you with any information you didn't already know?	
New info	18		Learnt something new
	19		
	20	... mm sort of like it gave me a bit more of like a- I wanna say more	
	21	information just to give me a bit more of an insight into autism... so,	
	22	there was a part of the video that she said umm... she didn't understand	
	23	when she got diagnosed with autism even though she had like these	
	24	things when she found out- when she got diagnosed properly... her first	
	25	thought was that... how could she have autism when she was living such	
	26	a normal school life... t-that was a bit like- it wasn't surprising but i-it put	

New info	27	into- put me into perspective on how you can live function normally...	New insight for autism
	28	like how capable she was but obviously there was elements in her life...	
	29	that obviously she has autism in it... but... yeah it seemed like she was	
	30	living normally like... more normally like... more normally than I would've	
	31	thought a person with autism would have had.	
	32		
	33	Thank you. Would you say the video has shifted your perspective on autism in any way?	
	34		
	35		
	36	Yes, sort of...	
	37		
	38	Could you describe this for me please?	
	39		
	40	Can you repeat the question?	
	41		
	42	Would you say the video has shifted your perspective on autism in any way?	
New info	43		Learnt something new
	44		
	45	Yeah, daily- daily living, growing up daily living she seems... much more	
	46	functional... than what I would have like... from- after finding out she	
	47	had... to diagnosis, I feel like... she adapted her life in a way that best	
	48	suited for her so... made me like... made me be more of aware like... if	
	49	you know- know, and she found out ways to deal with it... she she looks-	
	50	she looks like she had a really fulfilling quality of life so far.	
	51		
	52	Thank you. How was your experience with the presentation of information within the video?	
Easy to understand	53		Video was easy to understand
	54		
	55	It was easy to understand, didn't have any issues understanding what	
	56	she's saying... s-she told her story really nicely... yeah that's it.	
	57		

Videos and words	58 59 60 61 62 63 64 65 66 67	Thank you. What are your thoughts on learning new topics using videos compared with written information? Hmm... I would have liked... I think a mixture would... I wouldn't say for learning videos would be... like it's a good element to it... but for me, I would- I would like it would have been better to have like a bit of written information and a video because... sometimes I sort of like doze off a bit- no not doze off but like- my attention span's a bit... but having- if it's written information I can go at my own pace... sort of thing.	Preferred both videos and written information
Positive video	68 69 70 71 72 73 74 75 76 77 78 79 80 81 82	Thank you very much. Last question for you: how did the content of the video make you feel? I actually feel really happy cuz she seems- she seems really like... like, she seems really nice even though she's she said she had difficulties in her early life... but later on she she sort of found her place... so it made me feel like like... it it's not something like... like it's not as... as life shattering as people normally explain it... yeah, made me feel like... it's not like it's not as big- it is a big thing obviously but... people shouldn't make it as big as what it is cuz she- people can live normal lives and she clearly has, and her little hobbies, knitting and all of that... living life good. Thank you very much. I'll stop recording now.	Felt positive from video

Results OAL Study Stage 2 – Transcription P11

Video: A

Themes	No.	Transcription (Interviewer in bold)	Notes
Refresher	1	Alright, and now we are recording. First of all, are you happy for us to continue?	Video was a reminder of information
	2		
	3		
	4	Yes.	
	5		
	6	Alright, thank you. My first question for you then: what are your first thoughts having watched that video?	
	7		
	8		
	9	Umm... it's... it's not necessarily an eye opener cuz I've done a lot of work with children with autism anyway, but it's- it definitely reinforces and it's a reminder... of what people with autism are capable of.	
	10		
Perspective remained	11	Thank you. Did the video provide you with any information you didn't already know?	No new information
	12		
	13		
	14		
	15	No.	
	16		
	17		
	18	That's alright, thank you. Would you say the video has shifted your perspective on autism in any way at all?	
	19		
	20	No.	
	21		
	22		
	23	Alright. How was your experience with the presentation of information within the video?	
	24		
	25		Video was positive

Positive video	26	Umm, it's very positive. It's something that I've- I've known as I said I've done a lot of work with a lot of children with autism, umm... and it's... it's a bit of a refresher really so it's quite nice... quite nice to see that.	
Videos over words	27		
	28		
	29		
	30	Thank you. What are your thoughts on learning new topics using videos compared with written information?	
	31		
	32		Preferred videos – finds them easier to access
	33	I think it's easier because I do find sometimes visually watching and listening to something is a lot easier than reading cuz I think sometimes	
	34	when you're reading information, you can read it and read it and read it and it may not necessarily go in.	
	35		
	36		
	37		
	38	Thank you. My final question for you then: how did the content of the video make you feel?	
	39		
Positive video	40		Felt positive from video
	41	It made me feel quite positive to know that there are people out there- there is a society out there that actually does help and want to help people with autism... so... positive.	
	42		
	43		
	44		
	45	Thank you very much. I'll stop recording now then.	
	46		
	47		

Results OAL Study Stage 2 – Transcription P12

Video: B

Themes	No.	Transcription (Interviewer in bold)	Notes
	1	Alright, and now we are recording. First of all, are you happy for us to continue?	
	2		
	3		
	4	Yeah.	
	5		
	6	Alright, thank you. First question for you then: what are your first thoughts having watched that video?	
	7		
	8		
New info	9	Umm... my understanding of autism has... developed I think from watching that video, cuz I didn't realise how much of an impact- cuz I've never... I've never had someone... who has directly been affected by autism around me so I think watching that video was like... maybe quite sad to be honest umm for people... who face they feel quite misunderstood at times y'know for the people who face it umm... but I feel... my knowledge has extended y'know from it.	Learnt a lot from video
	10		
	11		
	12		
	13		
	14		
	15		
	16		
	17	Alright, thank you. Did the video provide you with any information you didn't already know?	
	18		
	19		
New info	20	Umm... yeah, umm about like meltdowns and... the... th-the tra- the emotional impact of it I think I- I haven't really seen that, I've just seen it in classrooms y'know where my classmates have struggled with it and it's just come out in violent tendencies not... emotional... y'know and I think that's... actually quite sad I think it's just really misunderstood y'know cuz I- I didn't real- I didn't realise the extent of it... y'know and how- how much of it impacts people, I was quite naive about it, y'know.	Learnt something new
	21		
	22		
	23		
	24		
	25		
	26		

New info	27		Didn't know much about autism before
	28	Alright, thank you. Would you say the video has shifted your perspective then on autism in any way?	
	29		
	30		
	31	Yeah. Yeah definitely umm... I've a lot more... understanding as I said for	
	32	it now umm... but like I just feel like I just didn't really understand the	
	33	extent of it and I thought maybe I did umm... just from general	
Perspective changed	34	knowledge but I think seeing someone... actually talk about their	
	35	experience... umm... has really opened my mind y'know my mindset into	Perspective has changed
	36	how autism actually affects people... on a daily basis even y'know...	
	37	yeah.	
	38		
	39	Thank you. How was your experience with the presentation of information within the video?	
	40		
	41		
Engaging	42	Umm... I think it was really engaging umm... I took a lot from it in- the	
	43	women really explained how it's impacted her, umm... through her life	Video was engaging
	44	even from childhood y'know and I think that's really- really important to	
	45	see the progression of it and how that's impacted her into adulthood as	
	46	well, it's not just something people struggle with in ch- in- when their	
	47	children, y'know it does impact people... in adulthood as well y'know	
	48	and I think that's really important to see cuz in the workplace and stuff	
	49	like that y'know I think it needs to be recognised more y'know.	
	50		New perspective
	51	Thank you. What are your thoughts on learning new topics using videos compared with written information?	
	52		
	53		
Videos over words	54	Oh I think it's really it's I- I like videos I think they're way more engaging	
	55	I- I just I learn better from videos someone speaking to me... umm	Preferred videos
	56	directly... umm... I think it engages people more... y'know you get to see	
	57	someone talking about their experiences... that's definitely gonna be...	Videos more engaging

Engaging	58	more engaging y'know you're gonna feel more for the person y'know	
	59	you're gonna... it's much better than having written information 100%	
	60	yeah.	
	61		
	62	Thank you. Final question for you then: how did the content of the video make you feel?	
	63		
	64		
Sympathy	65	Oh I... I do feel a bit- I am quite sad about it to be honest for the	
	66	women- I- and everyone who faces it like- y'know it is... it obviously	Sympathy for woman in video
	67	takes a lot out of a person y'know it changes someone's life and... it's	
	68	just it- I really just don't think that there's enough... understanding of it	
	69	y'know you see how much it affected the woman but she's moved on	
	70	she- she still has a life y'know and everything but... y'know she didn't-	Inner strength of autistic people
	71	she didn't know what it was... she didn't know what autism was and I	
	72	think... there should just be more... there should be more information out	
	73	there for people- she shouldn't have to find out from... looking online	
Sympathy	74	y'know I feel like it should just be standardised procedure... you find out	
	75	why you're dealing with these things y'know and when you're suffering	Sympathy for autistic people
	76	y'know people shouldn't have to... have to... go through this and have to	
	77	find out by themselves through the internet- just don't think it's fair it's	
	78	actually really sad to be honest how... someone could go through	
	79	y'know and so many people still go through that today... yeah.	
	80		
	81	Alright, thank you very much. I'll stop recording now then.	
	82		
	83		

Results OAL Study Stage 2 – Transcription P13

Video: A

Themes	No.	Transcription (Interviewer in bold)	Notes
New info	1	Alright, now we are recording. First of all, are you happy for us to continue?	Learnt something new
	2		
	3		
	4	Yep.	
	5		
	6	Ok, thank you. First question for you then: what are your first thoughts having watched that video?	
	7		
	8		
	9	Umm... it was interesting cuz it told me some things I didn't know about autism... and like very... informative (laughs).	
	10		
New info	11	Ok, thank you. Did the video provide you with any information you didn't already know?	Learnt something new
	12		
	13		
	14		
	15	Yes (laughs).	
	16		
	17	(laughs) good, good. Would you say the video has shifted your perspective on autism in any way at all?	
	18		
	19		
	20	Yes, it made me realise it's more common than I thought. I didn't realise there was that many people with it.	
	21		
	22		
	23	Alright, thank you. How was your experience with the presentation of information within the video?	
	24		
	25		

Easy to understand	26	Yeah, very good. It like conveyed the information very well and easy to understand.	Video was easy to understand
	27		
	28		
Videos over words	29	Thank you. What are your thoughts on learning new topics using videos compared with written information?	Preferred videos
	30		
	31		
	32	I prefer video. I'm better at like visualising things than just reading them alone, so I find video... information really helpful.	
	33		
	34		
Interesting	35	Thank you. Final question for you then: how did the content of the video make you feel?	More interest gained from video
	36		
	37		
	38	Umm... I dunno, not- I dunno, quite interested in the topic? Nothing negative really (laughs).	
	39		
	40		
	41	(Laughs) Thank you. I'll stop recording now then.	
	42		

Results OAL Study Stage 2 – Transcription P14

Video: B

Themes	No.	Transcription (Interviewer in bold)	Notes
Understood woman	1	Alright, we are recording now. First of all, are you happy for us to continue?	Understood woman in video
	2		
	3		
	4	Yes.	
	5		
	6	Alright, thank you very much. First question for you then: what are your first thoughts having watched that video?	
	7		
	8		
	9	Mainly for the fact of I don't know who she was making- if she was	
	10	making eye contact or not with anybody... so that was my... thing and	
	11	just... even though she said she loved like... to do with the yarn... there	
	12	was things everywhere... uh, so... I understood that so... yeah.	
	13		
	14	Thank you. Did the video provide you with any information you didn't already know?	
Perspective remained	15		No new information
	16		
	17	Hmm... no.	
	18		
	19	Ok, thank you. Would you say the video has shifted your perspective on autism in any way at all?	
	20		
	21		
	22	No.	
	23		
	24	Thank you. How was your experience with the presentation of information within the video itself?	
	25		
	26		
Videos over words	27	It was <u>really good</u> . They explained quite a bit... was really good.	Video explained autism well
	28		
	29	Thank you. What are your thoughts on learning new topics using videos compared with written information?	
	30		
	31		
	32	It can be a lot more interesting seeing it instead of just reading it... so	
	33	yeah.	
	34		
	35	Thank you. Final question then for you: how did the content of the video make you feel?	
	36		
Emotive	37		Felt emotional watching video
	38	Made me quite emotional... to realise she struggled quite a bit... going	
	39	through her life then to realise it is something... that she found through	
	40	the National Autistic Society... but other than that, it made me feel <u>really</u>	
	41	emotional to watch it.	
	42		
	43	Alright, thank you very much. I'll stop recording now then.	
	44		

Results OAL Study Stage 2 – Transcription P15

Video: A

Themes	No.	Transcription (Interviewer in bold)	Notes
Good for beginners	1	Alright then, we are recording now if that's alright.	Already knew a lot about autism Video is insightful for people with poor knowledge of autism
	2		
	3	Yeah.	
	4		
	5	First off, are you happy for us to continue?	
	6		
	7	I am, yes.	
	8		
	9	Alright, thank you. First question for you then: what are your first thoughts having watched that video?	
	10		
	11		
	12	Umm... my fir- first thought after watching that video is... umm... just...	
	13	this is stuff I already know... I used to work as a support worker with	
	14	children with autism so... I've seen that video about six or seven times	
	15	already (laughs).	
	16		
	17	I see.	
	18		
	19	So umm... it does provide people who don't know... a lot of useful	
	20	information I feel that's good.	
	21		
	22	Thank you. I'm guessing the answer would be no then but: did the video provide you with any information you didn't already know?	
	23		
	24		
	25	Umm... all the information they showed I already knew, yeah.	
	26		

Refresher	27	Alright, thank you. Would you say the video has shifted your perspective on autism in any way?	Video was a refresher
	28		
	29		
	30	Not really, no... uhh, simply because... I already went through the training. The video in itself... was just backing up everything I already	
	31	knew... my opinions on autism as they stand is that it's- it is a disorder	
	32	but it doesn't really... cause everyday problems for everyone else, it's	
	33	just a lack of understanding on- from society's point of view.	
	34		
	35		
	36	Thank you. How was your experience with the presentation of information within the video?	
	37		
	38		
	39	Uhh... for me I woulda liked more graphs and more numbers, uhh... little	Would like more visual representation in video
	40	bit more infographic... kinda style... rather than just being... talked to if	
	41	you know what I mean. I'm more of a... visual learner than anything else	
	42	so yeah.	
	43		
	44	Thank you. What are your thoughts on learning new topics using videos compared with written information?	
	45		
	46		
	47	Umm... I feel that video's a lot better for me, umm I'm not sure about	Preferred videos
	48	other people but for me I like to... watch youtube videos on how to do	
	49	something... I know it sounds a bit strange.	
	50		
	51	No.	
	52		
	53	So umm let's say that I want to fix my computer then I watch a youtube	Videos more helpful
	54	video on how to do that and... I can control it and slow it down and	
	55	follow at the same time which I find a lot better than just opening a	
	56	textbook and just going uhhhhhhh.	
	57		

	58 59 60 61 62 63 64 65	I see, yes. Alright thank you very much. Last question then for you: how did the content of the video make you feel? Hmm... okay. There was... no problems it didn't really change my mood or... anything like that so yeah. Alright, thank you very much. I'll stop recording now then.	
--	--	---	--

Results OAL Study Stage 2 – Transcription P16

Video: B

Themes	No.	Transcription (Interviewer in bold)	Notes
Understood woman	1	Alright, we are now recording. First of all, are you happy for us to continue?	Depth to woman in video
	2		
	3		
	4	Yes.	
	5		
	6	Alright, thank you. First question for you then: what are your first thoughts having watched that video?	
	7		
	8		
	9	Umm... it's... not... necessarily a nice thing to say but she seemed like a	
	10	very normal... older lady... and if you were to discuss- like talk to her,	
	11	you wouldn't think that she had such a hard time... with getting an	
	12	autism diagnosis because she seemed completely... fine, but obviously	
	13	you never know w-what she goes through in her life just from a short	
	14	video.	
	15		
	16	Thank you. Next question then: did the video provide you with any information you didn't already know?	No new information
	17		
	18		
	19	Umm... no, but that's only because I... personally feel like I have a lot of	
	20	knowledge on autism in general.	
	21		
	22	Alright, thank you. Would you say the video has shifted your perspective on autism in any way at all?	
	23		
	24		
	25	No, umm... however like I said I think... being around autistic... fam- I've	
	26	got three brothers with autism and a sister... and I see it a lot and she-	

Perspective changed	27	again it doesn't sound nice but she didn't seem like she had autism at	
	28	all... so maybe it did shift my perspective that... it's not always as...	
	29	umm... it's not always at the higher end of the spectrum all the time... it	
	30	can be extremely low to the point that you... you wouldn't think anything	Perspective changed –
	31	if you just saw a little old lady crocheting (laughs).	greater understanding of
	32		differences in autistic
	33	Thank you very much. Next question then: how was your	people
	34	experience with the presentation of information within the video?	
Enjoyed video	35		
	36	<u>Yeah</u> it was good. Umm... it was nice hearing it from her point of view...	Enjoyed personal account
	37	and how it helped her... and... <u>yeah</u> I felt that she gave a lot of	of information
	38	information.	
	39		
	40	Thank you. What are your thoughts on learning new topics using	
	41	videos compared with written information?	
	42		
Videos over words	43	I think depending on the video... because... although it was good and	Preferred videos
	44	she did give information, it was just her speaking and... that can... tend	
	45	to put people off, but the video itself I enjoy watching a video but that's	
	46	my learning style anyway as- is seeing... so, umm yeah I think it did give	
	47	a lot of insight... through a video perspective rather than just reading it.	
	48		
	49	Alright, thank you. Final question for you then: how did the content	
	50	of the video make you feel?	
	51		
Emotive	52	Umm... I'm gonna say neutral... just because... it wasn't anything that I...	Video was emotive
	53	didn't necessarily already know. But... it... w-y'know the music in the	
	54	background and things it does... pull you in... more than if you were to	
	55	just be reading information or... umm... y-y'know j-it's nice to watch a	
	56	video and have the audio along with it and... yeah.	
	57		

	58	Alright, thank you very much, I'll stop recording now then.	
	59		
	60		
	61		

Results OAL Study Stage 2 – Transcription P17

Video: A

Themes	No.	Transcription (Interviewer in bold)	Notes
Video was insightful	1	Alright, we are recording now if that's alright.	Video was insightful, yet already knew about autism
	2		
	3	'course.	
	4		
	5	First of all, are you happy for us to continue?	
	6		
	7	Yes.	
	8		
	9	Thank you very much. First question for you then: what are your first thoughts having watched that video?	
	10		
	11		
	12	Umm... it's nothing that I'm not familiar with, umm... I think it's insightful	
	13	and it should be shown to more people, to gain clarity and a bit more	
	14	understanding cuz not everybody has an understanding around autism...	
	15	yeah, I'd say that.	
	16		
New info	17	Thank you. Next question then: did the video provide you with any information you didn't already know?	Learnt something new
	18		
	19		
	20	Umm I didn't realise there were as many charities as there were so that	
	21	was an insight... otherwise, no, I was quite up on the knowledge of it.	
	22		
	23	Thank you. Would you say the video has shifted your perspective on autism in any way at all?	
	24		
	25		
	26	No.	

Perspective remained	27		Perspective stayed the same
Easy to understand	28	Alright, thank you. How was your experience with the presentation of information within the video itself?	Video was easy to understand
	29		
	30		
	31	Very well. It was well structured and it was umm very clear and it was	
	32	well planned out.	
	33		
	34	Thank you. What are your thoughts on learning new topics using videos compared with written information?	
	35		
Videos over words	36		Preferred videos – more engaging and helpful
	37	Umm I love it because it gives people who don't always just go by say	
	38	audio or visual it gives you the both, and it gives you a chance to gain	
	39	understanding maybe some be- people pick up things better using	
	40	images than they do audio but with them both together you get more of	
	41	a clear vision I suppose and that'd be very helpful for a lot of people- it is	
	42	for me, especially.	
	43		
More awareness fo autism	44	Thank you very much. Last question then for you: how did the content of the video make you feel?	Video destigmatised autism
	45		
	46		
	47	Umm, good, it's umm... it didn't make me feel sad in any way, it was just	
	48	umm I like how informative it was, and how umm it... made people with	
	49	autism... feel normal... cuz I know a lot of people and including myself	
	50	would struggle with that.	
	51		
	52	Thank you very much. I'll stop recording now then.	
	53		

Results OAL Study Stage 2 – Transcription P18

Video: B

Themes	No.	Transcription (Interviewer in bold)	Notes
Enjoyed video	1	Alright, we are now recording.	Enjoyed the story in the video
	2		
	3	<u>Mhm.</u>	
	4		
	5	Okay. First of all, are you happy for us to continue?	
	6		
	7	Yes.	
	8		
	9	Thank you. First question for you then: what are your first thoughts having watched that video?	
	10		
	11		
	12	Umm... I'm not actually sure if I had that many thoughts on it I'm gonna	
	13	be completely honest. Umm... I... (long pause) I'm sorry, I actually can't	
	14	think of anything to say (laughs) umm, I don't think I had anything	
	15	specific to say about it I think it was just... I dunno, it was a nice story I'm	
	16	glad it had a resolution... sorry, I've not got much else (laughs).	
	17		
	18	That's alright, thank you. Next question then: did the video provide you with any information you didn't already know?	
Sympathy	19		Sympathy for woman in video
	20		
	21	Umm... I don't believe so. I think most of what she said I could	
	22	personally like understand and sympathise with umm... it was actually	
	23	kind of funny with... hindsight of knowing that she had autism obviously	
	24	given what this is about and... (laughs) my own experiences seeing her	
	25	talk about things like... umm... the yarn presumably being a hyperfixation	
	26	was... kind of an immediate clock for me... as well as obviously hearing	
	26		

Understood woman	27	about, like, meltdowns and shutdowns being... kind of like a... ohh, I can	Understood woman in video
	28	see why that's happening to you, I'm so sorry kind of thing, I dunno... not	
	29	sure if that was answering your question, apologies.	
	30		
Empathy	31	That's alright, thank you. Would you say the video has shifted your perspective on autism in any way at all?	Familiar with woman's story - empathy
	32		
	33		
	34	Umm... no, probably not, it kind of... was very... normal depiction of it,	
	35	especially a normal depiction of it... from a, like... woman or assigned	
	36	female at birth point of view... with obviously... less representation, less	
	37	diagnosis, uh the way she mentioned that she didn't think she had	
	38	autism cuz she could socialise and... y'know a lot of things that weren't	
	39	considered normal traits for autistic people to have despite those	
	40	being... male autistic traits and not female autistic traits. Umm... so I	
Differences in males and females	41	think if anything it was kind of uh... it just showed me again the	Video highlighted differences in autism in males and females to P
	42	misrepresentation of women in autism.	
	43		
	44	Thank you. How was your experience with the presentation of information within the video?	
Enjoyed video	45		Appreciated personal account from video
	46		
	47	Umm... I fear it may have been a little dramatised... but... it was her	
	48	experience, she was saying it herself, it wasn't someone retelling her	
	49	story so maybe... the I guess dramatisation would have been in the	
	50	editing but... it's not like it was... a happy story completely, like obviously	
	51	she had... issues, umm... but, I think it was... presented in... (sighs) I'm	
	52	not sure, I feel like maybe again, my perception of... autism... maybe	
	53	wouldn't be the same as somebody who's neurotypical so maybe I'm...	
	54	I've already read too far into it as apposed to how it would've been	
	55	presented to someone without knowledge of it ahead of time, umm...	
	56	yeah, I... I think maybe there was a little drama in the editing but... other	
	57	than that I think the information was fine.	

Dramatic	58		Found video a bit dramatic
	59	Thank you. Next question then: what are your thoughts on learning new topics using videos compared to written information?	
	60		
	61		
Videos over words	62	Uhh personally I prefer it, I... I'm not very good at reading to begin with, I	
	63	don't like reading... I'm a slow reader. Umm... I think video information is	Preferred videos
	64	nice cuz I kind of like having it told to me, specifically with video as	
	65	opposed to audio it gives me something to look at, something to focus	
	66	on so I don't kind of... wander off in my mind, umm... video information, I	Finds videos more engaging
	67	think can be a problem kind of the- what I said before about things	
Video bias	68	maybe being dramatised, I think if things aren't... written down, they're	
	69	now being able to be interpreted for you with the way things may be	Can lose formation of own thoughts through video (video bias has influence)
	70	said, with what audio or imagery might be added to it... umm... so it is	
	71	kind of a fear especially... I'll keep it on the theme of autism, you could	
	72	obviously have a video portray it very negatively just with the way its	
	73	done even if they're saying completely scientific information... it could	
	74	be shown quite harshly with visuals or audio. Umm... same for any other	Content can be biased
	75	topic that's bad, they could make it look a lot more light-hearted with	
	76	presentation but umm... I'm a fan of video information in general just for	
	77	... the way I absorb information but umm... yeah... sorry.	
	78		
	79	Thank you very much. Final question for you then: how did the content of the video make you feel?	
	80		
	81		
Empathy	82	Umm... I found it... quite relatable... in again, like a lot of what she said- I	
	83	feel like I'm repeating myself apologies, umm... but... again, hearing...	
	84	the beginning, her talking about her yarn... how much she enjoys it, how	
	85	she kind of centred a lot of her life around it, obviously reminiscent of	Empathy for woman in video
	86	umm... hyperfixations... something, obviously I can kind of understand	
	87	with my interests kind of consuming most of my thoughts, my	
	88	conversations, my room, my wallet, umm... but... umm... sorry, lost track	

Sympathy	89	(laughs) got distracted (laughs) umm... I don't think it made me like	
	90	feel... uneasy or uncomfortable... umm... even hearing the more like	
	91	upsetting things she had to say was less of like a 'urghh' and more of a	
	92	umm... kind of a sympathetic... feeling I think I had, obviously hearing	
	93	her describe... meltdowns, especially as a child when nobody	Sympathy for woman in video
	94	understood what was happening, hearing her be portrayed as just a bad	
	95	kid who... even when given help wasn't getting any better, being all her	
	96	fault... I find that... more upsetting... from like a... sympathetic way than	
	97	a... angry or anything cuz... I think that is real, I think it's sad... I've seen	
	98	it, I've ... felt it a bit, with obviously... being woman... having autism, and	
	99	kind of just being seen as... emotional or unstable... as opposed to there	
	100	being anything wrong... being seen as y'know like a- a picky eater cuz	
	101	things are touching each other or... umm... y'know being difficult	
Empathy	102	because certain clothes feel wrong... as opposed to being treated like	
	103	there is... something... going on with you it's just more of 'you're the	Empathy for woman in video
	104	problem' and I think that's... I think that's disappointing, I think more	
	105	needs to be done about that and I'm glad that more is being done I'm	
	106	that actually people are caring that... there is a difference- there's a bi	
	107	difference between men and women in autism... I'm (laughs) I-I'm glad	
	108	that people accept women can have autism, there was a point where	
	109	they didn't even think they could... it's miserable. Umm, have I gone too	
	110	far off track?	
	111		
	112	It's alright-	
	113		
	114	(laughs)	
	115		
	116	If you have any more thoughts to share, I'm happy to hear.	
	117		
	118	(laughs) Umm... honestly, I- I feel bad I'm kinda rambling instead of...	
	119	answering the question, I realise we're talking more about the video	

	120	than autism itself, I think I'm going too far with my own personal	
	121	experiences and feeling but I guess... that's kind what I'm gonna do	
	122	<u>innit.</u>	
	123		
	124	That's alright.	
	125		
	126	Umm... yeah. I think I can leave it there. I don't think I have anything	
	127	else.	
	128		
	129	Alright, thank you very much. I'll stop recording now then.	
	130		

Results OAL Study Stage 2 – Transcription P19

Video: A

Themes	No.	Transcription (Interviewer in bold)	Notes
New info	1	Alright, we are recording now.	
	2		
	3	Ok.	
	4		
	5	<u>First of all</u>, are you happy for us to continue?	
	6		
	7	Yes.	
	8		
	9	Thank you. First question for you then: what are your first thoughts	
	10	having watched that video?	
	11		
	12	Umm... (inaudible) yeah, umm... I have... some friends who have	Had some understanding before but learnt from video
	13	children with autism so yeah, m- just umm... revealed more information	
	14	to me really, yeah.	
Perspective changed	15		
	16	Thank you. Next question for you then: did the video <u>provide</u> you	
	17	with any information you didn't already know?	
	18		
	19	Yes.	
	20		
	21	Alright, thank you. Would you say the video has shifted your	
	22	perspective on autism in any way?	
	23		
	24	Umm, I suppose <u>I've become more enlightened, I know a bit more about</u>	Video was enlightening
	25	<u>it</u> ... yeah.	
	26		

Easy to understand	27	Alright, thank you. How was your experience with the presentation of information within the video itself?	Video was easy to understand
	28		
	29		
	30	Yeah, it's fine. I enjoyed it, mmm.	
Videos over words	31		Preferred videos
	32	Was it easy for you to understand?	
	33		
	34	Yes, yeah. Very easy, yeah.	
More public awareness needed	35		Information would be helpful to know
	36	Thank you very much. What are your thoughts on learning new topics using videos compared with written information?	
	37		
	38	I love watching videos from- yeah (laughs) that's how I've done a lot of my learning (laughs).	
	39		
	40		
	41	Thank you. Final question for you then: how did the content of the video make you feel?	
	42		
	43		
	44		
	45	Umm... just like I said more enlightened, more information... and perhaps that... people need to know more information about it... and I suppose if it was taught more in schools about information it would help.	
	46	Uhh... other children are in acceptance of other children with autism, mmm... yeah (laughs).	
	47		
	48		
	49		
	50	Thank you very much. I'll stop recording now then.	
	51		
	52		

Results OAL Study Stage 2 – Transcription P20

Video: B

Themes	No.	Transcription (Interviewer in bold)	Notes
Sympathy	1	Alright, we are recording now then. First of all, are you happy for us to continue?	Video content was upsetting - <u>sympathy</u> for woman in video
	2		
	3		
	4	Yeah.	
	5		
	6	Thank you. First question then for you: what are your first thoughts having watched that video?	
	7		
	8		
	9	Umm... I think that it was really... I think it was quite upsetting really, that she went like most of her... m-well most of her life with- well half of her life with- without a diagnosis, and like... yeah just struggling as a teenager, as a child and it just wasn't picked up and she just... yeah it was quite upsetting.	
	10		
	11		
	12		
	13		
	14		
Perspective remained	15	Thank you. Next question for you then: did the video <u>provide</u> you with any information you didn't already know?	Perspective stayed the same
	16		
	17		
	18	Umm... (long pause) no, I don't think so (laughs).	
	19		
	20	That's alright, thank you. Would you say the video has shifted your perspective on autism in any way at all?	
	21		
	22		
	23	Umm... I think it could but for me no, just cuz I already know so much like... just... having experience with different people, so I think like for me no, but I think it- it could.	
	24		
	25		
	26		

Easy to understand	27	Thank you. How was your experience with the presentation of information within the video itself?	Video was easy to understand
	28		
	29		
	30	Umm... I think it was good, umm... uhh (laughs) yeah.	
Videos over words	31		Preferred videos
	32	That's alright. Was it easy for you to understand?	
	33		
	34	Yeah	
Sympathy	35		Sympathy for autistic people
	36	Alright, thank you. Next question then: what are your thoughts on learning new topics using videos compared with written information?	
	37		
	38		
	39		
	40	Umm... I think it's a good way to learn, like if you are a visual learner,	
	41	umm... (laughs) umm yeah I think it would be good umm... I dunno like	
	42	how in comparison to each other but I think it is a good way... for some	
	43	people... (laughs).	
	44		
	45	That's alright. Last question then for you: how did the content of the video make you feel?	
	46		
	47		
	48	Umm... yeah, I think it was quite upsetting... personally umm... just the	
	49	like- just to think that like some people have to go like... all that time	
	50	without a diagnosis and just struggle and like... just all aspects of it in	
	51	their life really, umm... yeah.	
	52		
	53	Alright, thank you very much. I'll stop recording now then.	
	54		

Results OAL Study Stage 2 – Transcription P21

Video: A

Themes	No.	Transcription (Interviewer in bold)	Notes
	1	Alright, we are recording now. First of all, are you happy for us to continue?	
	2		
	3		
	4	Yep.	
New info	5		New information
	6	Thank you very much. First question for you then: what are your first thoughts having watched that video?	
	7		
	8		
	9	Mm first thoughts... umm... it didn't tell me anything that I... didn't know,	No new information
	10	umm... the statistic of seven hundred thousand adults and children in	
	11	the UK have autism... I thought- I thought it was uhh higher than that,	
	12	umm... uhh ... I suppose... what is it seven hundred thousand adults...	
No new info	13	have autism, and children sorry... umm... so, I don't know if they're	
	14	talking about severe autism or... just all along the spectrum, umm... but	
	15	yeah, overall I'd say it didn't really tell me anything I didn't already know	
	16	about autism to be honest.	
	17		Statistic was surprising
	18	Alright, thank you. Next question for you then: I'm guessing the	
	19	answer would be no to this however I must ask: did the video	
	20	provide you with any information you didn't already know?	
	21		
	22	Uhh no, just the statistic.	
	23		
	24	Alright, thank you. Would you say the video has shifted your	
	25	perspective on autism in any way at all?	
	26		

Perspective remained	27	Hmm... no.	Perspective stayed the same
	28		
	29	Alright, thank you. Next question for you then: how was your	
	30	experience with the presentation of information within the video	
	31	itself?	
	32		
	33	Hmm... think it was quite good, umm... the statistic was good but I- I	
	34	think statistics stick out in my mind. Umm... I think uhh it would be better	Would have responded
	35	if you saw actual- actual people... cuz umm that would leave more of an	better to video B
	36	impression in my mind... uhh rather than the animation... umm... yeah.	
	37		
	38	Thank you. Next question for you then: what are your thoughts on	
	39	learning new topics using videos compared with written	
	40	information?	
	41		
Videos over words	42	Yeah, I'd <u>probable</u> prefer it... umm... depending on the video of course,	Preferred videos
	43	uhh... but umm... yeah, I think a- a video definitely leaves more of an	
	44	impression in my mind, I can picture it in my mind... rather than... words	
	45	sometimes... get lost on me I suppose.	
	46		
	47	Alright. Final question for you then: how did the content of the	
	48	video make you feel?	
	49		
	50	Hmm... (long pause) it probably... probably not too good cuz it had a	
	51	small st-st- uhh statistics in there about umm... uhh... think 1 in 6	
	52	children get excluded from school... autistic children get excluded from	
	53	school... umm... a third of autistic adults are... uhhh diagnosed with	
	54	mental health problems... umm... (long pause) yeah, I think the umm...	
	55	the one about school isn't good... umm... well I actually read a book	
	56	actually umm... written by an autistic person... and umm... basically goes	
	57	on to say about gi-given- if you give autistic people the right conditions...	

Upsetting	58	whether it's in work or school, then... they can just excel... umm... and	
	59	unfortunately the school system isn't designed for... y'know	
	60	neurodivergence more... it's gotta fit... as many people in it as it can,	
	61	umm... yeah, so, <u>probably didn't make me feel too good... to be honest</u>	Video was upsetting
	62		
	63	That's alright. Thank you very much. I'll stop recording now.	
	64		

Results OAL Study Stage 2 – Transcription P22

Video: B

Themes	No.	Transcription (Interviewer in bold)	Notes
Sympathy	1	Alright, we are recording now. First of all, are you happy for us to continue?	Sympathy for woman in video
	2		
	3		
	4	Yeah.	
	5		
	6	Thank you very much. First question then for you: what are your first thoughts having watched that video?	
	7		
	8		
	9	Umm... I feel like... she was sort of misunderstood about umm... like her	
	10	behaviour and things... and... umm people probably just thought like	
	11	with having meltdowns umm that she was just misbehaving, but yeah,	
	12	she was just misunderstood.	
	13		
	14	Thank you. Did the video provide you with any information you didn't already know?	
No new info	15		No new information
	16		
	17	Umm... I guess... umm... I sort of already know a fair amount about	
	18	autism. Umm... I guess... how they treated her when she was younger	
	19	umm wasn't nice, like nowadays I-I feel like they- well, they wouldn't	
	20	treat someone like that- well, it's still not... as umm... good as it should	
	21	be, but umm... yeah, it's better than it was.	
	22		
	23	Thank you. Next question then for you: would you say the video has shifted your perspective on autism in any way at all?	
	24		
	25		
	26		

Perspective changed Differences in males and females	27	Umm... yeah, I think... it just shows... well especially for girls that...	Perspective changed – differences in autism presentation between males and females
	28	umm... I dunno... boys, it's more seen as normal whereas girls it's not	
	29	seen as normal to be acting that way but really you just have a disorder	
	30	and... girls and boys both have it so... umm... yeah.	
	31		
	32	Alright, thank you. How was your experience with the presentation of information within the video?	
	33		
	34		
	35	I think it was good, it ju- uhh it just showed really what her story, and...	
	36	how she felt... umm... and just her own experience- and it's not the same	
	37	as everyone's experience with autism... yeah.	
	38		
Enjoyed video	39	Thank you. What are your thoughts on learning new topics using videos compared with written information?	Enjoyed personal account
	40		
	41		
	42	Umm... I feel like a video's more engaging than umm reading... like I	
	43	struggle with reading sometimes, I dunno, just with lots of information	
	44	whereas a four-minute video is a lot better... yeah, I dunno I just- and	
	45	you get to see like... body language and things like that, I dunno, with	
	46	reading it's just... words... so yeah.	
	47		
	48	Thank you very much. Final question then for you: how did the content of the video make you feel?	
	49		
	50		
Videos over words	51	Umm... I felt quite... I guess quite emotional for her because... well, she	Preferred videos
	52	was very... umm... vulnerable, I guess? And... yeah... her story was	
	53	quite... sad... yeah... made me quite sad, yeah.	
	54		
	55	Alright, thank you very much. I'll stop recording now then.	
Sympathy			Sympathy for woman in video

Results OAL Study Stage 2 – Transcription P23

Video: A

Themes	No.	Transcription (Interviewer in bold)	Notes
Enjoyed video	1	Okay, we are recording now.	Enjoyed video
	2		
	3	Okay.	
	4		
	5	First of all, are you happy for us to continue?	
	6		
	7	Absolutely.	
	8		
	9	Alright, thank you very much. First question for you then: what are your first thoughts having watched that video?	
	10		
Video was impersonal	11		Found video impersonal
	12	Umm, yeah, no I think it was quite wholesome. I umm... yeah it was nice to see.	
	13		
	14		
	15	Thank you. Did the video provide you with any information you didn't already know?	
	16		
	17		
	18	Umm... I- I don't think so, uh I think umm... I- I think the video umm... j- it was quite y'know to the point, short, j- it didn't really like, I- I- I guess t- the statistics were nice to see but I uh don't think it like gave any information on like what it means to be autistic I guess.	
	19		
	20		
	21		
	22		
	23	Would you say the video has shifted your perspective on autism in any way?	
	24		
	25		
	26		

Perspective remained	27	Umm, not really. I think umm... ahh, how do I describe it, I- I think... I dunno, I- I guess that I grew up around autistic people like I've always had like autistic people in my life so I haven't really umm... umm... like had... negative like perspectives on them. I think umm I- then again, I've only ever like... I've only ever met like h- how is it- high functioning when they're like... basically y'know like... y- you wouldn't know if they're autistic or not, uh like... yeah so I- I- I dunno I haven't really ever met like a low functioning autistic person so I can't say like my perspective is any different at all, anything like that... yeah.	Perspective hasn't changed
	28		
	29		
	30		
	31		
	32		
	33		
	34		
	35		
	36		
Easy to understand	37	Thank you. Next question for you then: how was your experience with the presentation of information within the video itself?	Video was easy to understand
	38		
	39		
	40	Umm... I think it yeah I think umm it was definitely easy to understand, umm it was short, to the point, umm... yeah, I- I think... I- I liked the use of the statistics, that was good umm... but, I think it was more or less going down the 'look guys, we're autistic, but we're the same like you guys y'know we live normal lives, we- we do stuff like this' I don't think... it- it doesn't really go too in depth on like the struggles of being autistic or like I- I know it mentioned like umm like shutdowns and like uhh overstimulation and rocking but I don't think it goes into the... like... how to... properly help someone going through that or like why that happens it... I dunno, it it kinda says 'we're different... we're not gonna tell you why we're different or how we're different... but... with enough time you're gonna see us as the same (laughs) even though we're different' uh- and like it's hard to explain, I- I think... I think if it was a bit longer and it like explained things a bit more then I think uh would have been a bit more helpful.	
	41		
	42		
	43		
	44		
	45		
	46		
	47		
Basic and impersonal	48		Video was impersonal
	49		
	50		
	51		
	52		
	53		
	54		
	55		
	56		
	57		
Basic	58	Thank you. What are your thoughts on learning new topics using videos compared with written information?	Video was basic
	59		
	60		
	61		
	62		
	63		
	64		
	65		
	66		
	67		

Videos over words	58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81	Ooh, umm I think it's definitely a lot more engaging. Umm... i- it's definitely- I- I dunno. I'm a visual learner so I very much like watching something and like listening to like a voice instead of like I dunno reading it on a page and all the words start blurring together and y- you just like end up falling asleep you're just that bored, but yeah I think when it's in like a video format it's a lot more engaging and... I dunno, you can learn a lot <u>more</u> I think. Thank you. Final question then for you: how did the content of the video make you feel? Umm (laughs)... yeah, nah, I think it... it was alright (laughs) I mean... yeah, I mean... comparing it to like the questionnaire, I- I <u>definitely</u> <u>uh</u> felt umm a bit nicer watch- watching that video, it was umm... I <u>dunno</u>, it was... li- like the message of it was like 'yeah, we can have families, we can have jobs', it... was quite wholesome... I <u>dunno</u>, I think that was nice... comparing that to the questionnaire where it was like (laughs) 'autistic people <i>shouldn't</i> marry!' (laughs) n- normal people might have- <u>Jejeeesus</u>- (laughs) that is a <i>wild</i> statement... (laughs)... yeah, <u>no</u> umm... I umm... yeah, definitely... preferred the video, I think it was umm nicer and more umm... <u>more digestible</u> (laughs) is the word I'd use. Thank you very much. I'll stop recording now then.	Preferred videos - finds videos more engaging Video was easy to digest
-------------------	--	---	--

Results OAL Study Stage 2 – Transcription P24

Video: B

Themes	No.	Transcription (Interviewer in bold)	Notes
No new info	1	Alright, we are recording now then. <u>First of all</u>, are you happy for us to continue?	Already knew about autism
	2		
	3		
	4	Yes.	
	5		
	6	Thank you very much. First question for you then: what are your first thoughts having watched that video?	
	7		
	8		
	9	My first thoughts <u>was...</u> (sighs) yeah, <u>she reminds me of someone with autism... and that's because I've got- I've worked with autism.</u>	
	10		
	11		
	12	Ahh, I see.	
	13		
	14	Yeah.	
	15		
	16	Next question for you then: did the video <u>provide</u> you with any information you didn't already know?	No new information
	17		
	18		
	19	<u>No.</u>	
	20		
Perspective remained	21	Thank you. Would you say the video has shifted your perspective on autism in any way at all?	Perspective stayed the same
	22		
	23		
	24	<u>No (laughs).</u>	
	25		
	26		

Interesting	27	That's alright, thank you. Next question then: how was your experience with the presentation of information within the video itself?	
	28		
	29		
	30		Video was interesting
	31	Oh I thought it's a really good video, no, it- it was interesting to watch... yeah.	
	32		
	33		
Videos over words	34	Good, good. What are your thoughts on learning new topics using videos compared with written information?	
	35		Preferred videos
	36		
	37	I'm much better with videos. Umm I'm much more of a... a y'know visual person... so I use them a lot	
	38		
	39		
Empathy	40	Thank you. Final question for you then: how did the content of the video make you feel?	
	41		Empathy for woman in video
	42		
	43	Uhh... I think I felt quite uhh umm empathetic towards her a- and understood why cuz she presented as being sort of... mm she's quite high achieving, got a good job etc... but, s- she uh was relieved that she'd known what the little quirks were in her upbringing that had bothered her, yeah.	
	44		
	45		
	46		
	47		
	48		
	49	Thank you very much.	
	50		
	51	No worries.	
	52		
	53	I'll stop recording now.	

Results OAL Study Stage 2 – Transcription P25

Video: A

Themes	No.	Transcription (Interviewer in bold)	Notes
	1	Alright, we are recording now.	
	2		
	3	Okay.	
	4		
	5	First of all, are you happy for us to continue?	
	6		
	7	Yes.	
	8		
	9	Thank you very much. First question then for you: what are your first thoughts having watched that video?	
	10		
	11		
Basic	12	The things it's umm... umm... I'm working with autistic people see so... I mean, it is a- upsetting, but... It's not a surprise- I mean y'know I wasn't surprised with the video, it's just like giving me more info like a basic short animation about autistic people really, I would say.	Video was basic
	13		
	14		
	15		
	16		
	17	Thank you very much. Next question then for you: did the video provide you with any information you didn't already know?	
	18		
Good for beginners	19	No because, as I said, I already- y'know. But j- It was really good video to give you like a basic... information about y'know autism and how many autistic people is around, y'know in UK and this place so j- it is- was a good video.	Video would be good for beginners
	20		
	21		
	22		
	23		
	24		
	25	Alright, next question then for you: would you say the video has shifted your perspective on autism in any way at all?	
	26		

Perspective remained	27 28 29 30 31 32 33 34 35 36	No. Thank you very much. Next question: how was your experience with the presentation of information within the video itself? About autism? Yes.	Perspective stayed the same
Basic	37 38 39 40 41 42 43 44	I mean I just said I- I... I think it's a really good video at giving you basic informations y'know about... autism... and y'know was like... well working and this environment with autistic people or ADHD or y'know j- it's a good- very good start for understanding, it just really really a basic one y'know wouldn't give you information about treatments, about umm... y'know because every autistic people is different, n- n- no one is gonna be the same so, so yeah.	Video was basic
Videos over words	45 46 47 48 49 50 51 52 53 54 55 56 57	Alright, thank you very much. What are your thoughts on learning new topics using videos compared with written information? Obviously you know written is like you're gonna read it or not to be honest (laughs) these days y'know, but in video, y'know y- you j- you gotta press play and literally you are watching it and it comes with pictures and is more... enjoyable really because you see something, pictures... in it like... what is it about, it's not just like a piece of paper of a sheet you gotta read it uh- you're gonna read it or not like that... (inaudible) but with a video you will- you visualise it you can see it. Last question then for you: how did the content of the video make you feel?	Preferred videos – more engaging
Refresher	58 59 60 61 62 63 64 65 66 67 68	Felt like it was a refresher really for my (inaudible), where I come from y'know from work, cuz I was on maternity- I'm on maternity, just had a baby last year, so it was like for me it was like a refresh- refresher really like uh y'know about the people and it's brought back some memories y'know like when I worked last year and umm some individuals with autism in the house and it just came back some memory for me about that (laughs). Alright, thank you very much. I'll stop recording now then.	Video was a refresher