



Original Article

DOI: https://doi.org/10.23950/jcmk/14264

Perceptions regarding autism spectrum disorders among population of Kazakhstan

Laura Kozhageldiyeva^{1,2}, Lyazzat Kosherbayeva^{1,2}, Zhanara Sabyrdilda^{1,2}, Assem Kaukenova¹, Sandugash Kurmanalina¹

¹Department of Science, SDU University, Kaskelen, Kazakhstan ²Department of health policy and management, School of Public Health, Kazakh National Medical University, Almaty, Kazakhstan

Received: 2023-08-24. Accepted: 2024-02-17.



This work is licensed under a Creative Commons Attribution 4.0 International License

J Clin Med Kaz 2024; 21(1): 41-47

Corresponding author: Laura Kozhageldiyeva. E-mail: smstrainerkz@gmail.com; ORCID: 0000-0003-0553-8988.

Abstract

Introduction. The increase in the number of patients with autism spectrum disorders around the world leads to the need for public of its symptoms, for early detection and comprehensive care. The increase of public health literacy allows to improve and ease perception of population, families with ASD people. The purpose of the study is to understand the population's perceptions of ASD in Kazakhstan.

Methods. A developed questionnaire in Kazakh and Russian languages was contributed among population of all regions of Kazakhstan during the first half of 2023. Survey provided using the online Google platform. 410 respondents attended the survey. Statistical analyses were performed using the SPSS13.

Results. The questionnaire was developed using simulation situations, where the respondent chose the most suitable answer. It was found that the willingness to fully accept a child with ASD is not at a high level, regardless of residence (urban, rural). Fear and curiosity were noted as a high response among the population when simulating the situation of a child with ASD on the street. Despite a high level of willingness to help families, respondents identified gaps in knowledge or methods of helping children with ASD. It is known that children with ASD, depending on the severity of the condition, can study at school along with neurotypical children. There was a reluctance among the population to attend schools with neurotypical children, develop friendships, and even live in their neighborhoods.

Conclusion

Changes in legislative acts, the development of Roadmaps for children with disabilities are only the tip of the iceberg in the formation of tolerance for people with disabilities. The creation of a host society should be a key factor in the organizations involved in shaping public opinion. Considering that this issue concerns all structures and areas, not only social programs, it is necessary to develop activities for various segments of the population on awareness and training in helping families with ASD.

Keywords: autism spectrum disorders, population, perception, Kazakhstan.

Introduction

Autism Spectrum Disorder (ASD) is neurodevelopmental disorder that а affects communication skills, manifests itself in repetitive movements or behavior [1]. According to a systematic review, the median prevalence of ASD is 100/10,000 populations [2], usually males in comparison to female 3:1 [3]. ASD is influenced by both genetic and environmental factors that lead to impaired brain development [4].

The difficulty in providing timely assistance is the late diagnosis. Often parents or caregivers notice speech

delay or other symptoms of ASD at a later age, thus the average age of ASD diagnosis is 3-4 years. In this regard, some countries have introduced screening programs, such as The American Academy of Pediatrics (AAP) guidelines recommend autism specific screening at 18 months and again at 24 or 30 months. There is no gold standard for the treatment of ASD, so the main method is to focus on individual approach to providing care by multidisciplinary team. The main assistance is provided by the health, social support and educational services. However, the main therapy includes behavioral and environmental changes [5]. Low awareness of ASD has been identified in a number of studies [6, 7, 8], including developed and developing countries. Subsequently, this fact leads to misconceptions about the causes of ASD, which leads to stigma and negative impact on families affected by ASD [9]. In addition, parents or caregivers with ASD are prone to psychological disorders, manifested in the form of anxiety or stress [10, 11, 12].

In Kazakhstan last reforms in ASD included changes in different areas and levels of care provision. Thus, screening tools such as M-CHART/R-F for primary care and ADOS and ADI-R for Mental health units and centers were introduced. These changes were reflected in legal acts and developed clinical protocols in health in Kazakhstan. The review of legal acts of social support showed that ASD was included in disability list in 2015 and parents/caregivers are provided by financial aid. Daycare and full-time centers that belong to social support system are providing care to families with children with disabilities based on revised Standards. Being an integral part of care for children with autism Educational system has undergone changes as well. M-CHART/R-F was included in Psychological medical pedagogical committees and screening age was changed from 3 to 0. Network of rehabilitation centers and offices of psychological and pedagogical correction as well as inclusivity in primary and secondary schools are also the part of reforms in the last 5 years. Moreover, Project financed by Ministry of Science include the development of web-site platform for different type of stakeholders, which will allow them to obtain the necessary information regarding regulations, guidelines for child care and in general about the course of ASD and other. Thus, the purpose of the study is to understand the population's perceptions of ASD in Kazakhstan.

Methods

Data collection: Based on literature review [6, 8, 13], a questionnaire was developed in Kazakh and Russian languages, which included the demographic part, as well as questions on the perception of the population about ASD (Appendix 1). The survey was conducted in the first half of 2023 using the online Google platform. The survey was sent out through primary health care workers to families with neurotypical children through WhatsApp messages by the research group of this Project. Respondents participated in the survey voluntarily,

anonymously, and had the opportunity to leave the survey any time. The survey covered all the regions of Kazakhstan.

Inclusion criteria: voluntary consent of the patient to participate in the study, age of 18 years and older, resident of Kazakhstan, patient of any gender.

Exclusion criteria: completed or partial refusal to participate in the questionnaire, age under 18 years.

Data analysis: The representative group consisted of 374 people. However, taking into account 20% of possible missing data, it was planned to include 449 respondents. As a result, after removing incomplete answers, the results of 410 respondents were included in the analysis.

The sample size of this study was based on the crosssectional study design formula, so the sample size calculation formula is:

$$n = deff \times \frac{N \cdot \hat{p}(1-\hat{p})}{(N-1)\frac{d^2}{z_{\alpha}^2} + \hat{p}(1-\hat{p})}$$

Where

n= sample size

N= 19 832 737 (population size)

Deff=1 (design effect-random sampling)

 $\hat{p} = 0.5$ (the estimated proportion – such studies have not been conducted in Kazakhstan, so we chose 50% of the population know about ASD)

d= 0.05 (desired absolute precision or absolute level of precision)

 $\mathbf{z}_{\alpha} = 1,96 \text{ (z-score)}$

We compare data between urban and rural residents to understand the preference activity based on regional perspectives. Statistical analyses were performed using the SPSS13, where a descriptive analysis was performed and variables were tested using a chi-square test. Statistical significance was determined by p-values <0.05.

Results

The survey involved 410 participants, in which female respondents presented more in urban areas, aged 25-44 years. Demographics characteristics of the participants are given in the Table 1.

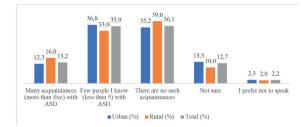
Characteristics	Characteristics		Urban (n=310; %)	Rural (n=100; %)
	Male	114(27,8%)	64(20,6%)	50(50,0%)
Gender	Female	296(72,2%)	246(79,4%)	50(50,0%)
	18-24	52(12,7%)	44(14,2%)	8(8,0%)
	25-34	123(30,0%)	103(33,2%)	20(20,0%)
	35-44	126(30,7%)	101(32,6%)	25(25,0%)
	45-54	62(15,1%)	41(13,2%)	21(21,0%)
	55-64	26(6,3%)	14(4,5%)	12(12,0%)
	65-74	16(3,9%)	5(1,6%)	11(11,0%)
Age group	75 years and older	5(1,2%)	2(0,6%)	3(3,0%)
Level of education	High	256(62,4%)	217(70,0%)	39(39,0%)
	College	89(21,7%)	62(20,0%)	27(27,0%)
	School	48(11,7%)	20(6,5%)	28(28,0%)
	Unfinished school	17(4,1%)	11(3,5%)	6(6,0%)
Occupation	Employed (full-time, part-time, self-employed	251(61,2%)	204(65,8%)	47(47,0%)
	Unemployed	32(7,8%)	22(7,1%)	10(10,0%)
	Pensioner	32(7,8%)	12(3,9%)	20(20,0%)
	Student	39(9,5%)	27(8,7%)	12(12,0%)
	Housewife	56(13,7%)	45(14,5%)	11(11,0%)

Demographics characteristics of the participants

Journal of Clinical Medicine of Kazakhstan: 2024 Volume 21, Issue 1

Slightly more than a third of the population participating in the survey noted that there were no acquaintances with ASD, while the rest said that they knew less than 5 people with ASD. About 13.2% of the respondents noted their acquaintance with more than 5 people with ASD, most likely, these are the respondents, who are in the group of parents of children with ASD, and 12.7% of the survey participants indicated that they were not sure. There no significant differences between urban and rural respondents (p=0,702, Figure 1).

Table 2



 $\ensuremath{\mbox{Figure 1}}$ - The number of people with ASD in the respondent's environment

In order to understand the perception of people with ASD, a task was given, with questions where the respondent had to present the situation and give probable reflection. Tasks were adapted from the life of an autistic children. For instance, when the child is with his mother somewhere on the street or in a store, and suddenly there is a noise, to which the child begins to react through plugging ears, falling to the floor, and other similar types of behavior. In this situation, the greater number of rural respondents compared with urban noted that they would extremely likely feel frightened (p=0,004), curious (p=0,001), threat (p<0,001) and very likely embarrassed (p=0,003), Irritability (p=0,002), Surprise (p=0,002, Table 2).

The largest number of respondents in both regions noted the probability that the child is special (p<0.001). However, more rural residents note that the child looks dangerous than urban (40.3%) (p<0.001). On the positive side, the population believes that the child may be upset and ready to help (p=0,131), and ready to offer help to mother and/or child (p=0.001). However, the most respondents of both regions would have no idea what to do (p < 0.001), which means they do not know how can they help. Almost twice as many rural as urban residents believe that the child is like most other children of that age (p=0.003) and that the child is likely to be spoiled and his/her parent allows the child to get away with bad behavior (p= 0.001, Table 1). If the respondents would had been told that in the presented situation the child is with autism, then 41.2% would not change their attitude to the situation, while a third of 29.8% were not sure what their behavior would be and 21.5% would change their views on this situation (Table 2).

If a close friend's child is diagnosed with autism 76.1% will feel anxious, only 31.7%, curious to know more (p=0.066) and ready to help for him 66.8%. Pity for the child (p=0.007) and would feel sorry for a friend (p=0.002) will feel half of the respondents (Table 2). Rural residents note great concern if a

Table 2	Respondents' per	ception with	n ASD child	situation.	
Questions		Total	Urban	Rural	p-value
Questions	Esturna la librala	(n=410,%)	(n=310,%)	(n=100,%)	p vuiu
	Extremely likely Very likely	149(36,3%) 86(21,0%)	99(31,9%) 65(21,0%)	50(50,0%) 21(21,0%)	
	More likely	71(17,3%)	57(18,4%)	14(14,0%)	
Frightened	Hardly	79(19,3%)	71(22,9%)	8(8,0%)	0,004
	Not sure	19(4,6%)	13(4,2%)	6(6,0%)	1
	I prefer not to speak		5(1,6%)	1(1,0%)	
	Extremely likely	80(19,5%)	56(18,1%)	24(24,0%)	
	Very likely More likely	<u>114(27,8%)</u> 70(17,1%)	76(24,5%) 57(18,4%)	38(38,0%) 13(13,0%)	
Embarrassment	Hardly	108(26,3%)	91(29,4%)	17(17,0%)	0,003
	Not sure	31(7,6%)	27(8,7%)	4(4,0%)	
	I prefer not to speak	7(1,7%)	3(1,0%)	4(4,0%)	
	Extremely likely	130(31,7%)	83(26,8%)	47(47,0%)	
	Very likely More likely	55(13,4%) 83(20,2%)	38(12,3%) 68(21,9%)	17(17,0%) 15(15,0%)	
Curiosity	Hardly	96(23,4%)	84(27,1%)	12(12,0%)	0,001
	Not sure	38(9,3%)	31(10,0%)	7(7,0%)	
	I prefer not to speak		6(1,9%)	2(2,0%)	
	Extremely likely Very likely	101(24,6%)	77(24,8%) 65(21,0%)	24(24,0%)	
	More likely	105(25,6%) 49(12,0%)	36(11,6%)	40(40,0%) 13(13,0%)	
Irritability	Hardly	105(25,6%)	91(29,4%)	14(14,0%)	0,002
	Not sure	42(10,2%)	35(11,3%)	7(7,0%)	
	I prefer not to speak	8(2,0%)	6(1,9%)	2(2,0%)	
	Extremely likely	86(21,0%)	62(20,0%)	24(24,0%)	
	Very likely More likely	114(27,8%) 69(16,8%)	74(23,9%) 54(17,4%)	40(40,0%) 15(15,0%)	
Surprise	Hardly	95(23,2%)	84(27,1%)	11(11,0%)	0,002
	Not sure	36(8,8%)	30(9,7%)	6(6,0%)	
	I prefer not to speak	10(2,4%)	6(1,9%)	4(4,0%)	1
	Extremely likely	134(32,7%)	86(27,7%)	48(48,0%)	
	Very likely	53(12,9%)	39(12,6%)	14(14,0%)	
Threat	More likely Hardly	57(13,9%) 118(28,8%)	41(13,2%) 106(34,2%)	16(16,0%) 12(12,0%)	<0,00
	Not sure	34(8,3%)	29(9,4%)	5(5,0%)	
	I prefer not to speak		9(2,9%)	5(5,0%)	
What do you think abo			1	1	
	Extremely likely	124(30,2%)	77(24,8%)	47(47,0%)	
Child seems to be a special	Very likely More likely	<u>157(38,3%)</u> 97(23,7%)	119(38,4%)	38(38,0%)	
	Hardly	15(3,7%)	85(27,4%) 15(4,8%)	12(12,0%)	<0,00
	Not sure	12(2,9%)	10(3,2%)	2(2,0%)	
	I prefer not to speak		4(1,3%)	1(1,0%)	
	Extremely likely	100(24,4%)	67(21,6%)	33(33,0%)	
Child looka	Very likely	83(20,2%)	46(14,8%)	37(37,0%)	
Child looks dangerous	More likely Hardly	48(11,7%) 137(33,4%)	40(12,9%) 125(40,3%)	8(8,0%) 12(12,0%)	<0,00
uangerous	Not sure	33(8,0%)	25(8,1%)	8(8,0%)	
	I prefer not to speak	9(2,2%)	7(2,3%)	2(2,0%)	
	Extremely likely	99(24,1%)	67(21,6%)	32(32,0%)	
m i i.i.i.	Very likely	114(27,8%)	82(26,5%)	32(32,0%)	
The child is upset and would like to help	More likely Hardly	<u>130(31,7%)</u> 34(8,3%)	106(34,2%) 27(8,7%)	24(24,0%) 7(7,0%)	0,131
would like to help	Not sure	27(6,6%)	23(7,4%)	4(4,0%)	
	I prefer not to speak	6(1,5%)	5(1,6%)	1(1,0%)	
	Extremely likely	85(20,7%)	54(17,4%)	31(31,0%)	
The child is similar to	Very likely	114(27,8%)	79(25,5%)	35(35,0%)	
most other children	More likely	87(21,2%)	71(22,9%)	16(16,0%)	0,003
of this age	Hardly Not sure	80(19,5%) 36(8,8%)	69(22,3%) 31(10,0%)	11(11,0%) 5(5,0%)	
	I prefer not to speak	36(8,8%) 8(2,0%)	6(1,9%)	2(2,0%)	
The shild in the line	Extremely likely	118(28,8%)	84(27,1%)	34(34,0%)	
The child is spoiled	Very likely	79(19,3%)	49(15,8%)	30(30,0%)	
and his/her parent allows the child to get	More likely	56(13,7%)	42(13,5%)	14(14,0%)	0,001
away the punishment	Hardly	100(24,4%)	89(28,7%)	11(11,0%)	0,001
with bad behavior	Not sure	46(11,2%)	38(12,3%)	8(8,0%)	
	I prefer not to speak	11(2,7%)	8(2,6%)	3(3,0%)	
	Extremely likely Very likely	87(21,2%) 109(26,6%)	54(17,4%) 73(23,5%)	<u>33(33,0%)</u> 36(36,0%)	
I have no idea what	More likely	97(23,7%)	82(26,5%)	15(15,0%)	
to do	Hardly	47(11,5%)	43(13,9%)	4(4,0%)	<0,00
	Not sure	40(9,8%)	34(11,0%)	6(6,0%)	
	I prefer not to speak	30(7,3%)	24(7,7%)	6(6,0%)	
Offer help to mother	Extremely likely	84(20,5%)	55(17,7%)	29(29,0%)	
	Very likely More likely	<u>119(29,0%)</u> 133(32,4%)	80(25,8%) 110(35,5%)	39(39,0%) 23(23,0%)	
and/or child	Hardly	41(10,0%)	38(12,3%)	3(3,0%)	0,001
	Not sure	28(6,8%)	24(7,7%)	4(4,0%)	
	I prefer not to speak	5(1,2%)	3(1,0%)	2(2,0%)	
After this situation,	Yes	88(21,5%)	75(24,2%)	13(13,0%)	
if the respondent is	No	169(41,2%)	136(43,9%)	33(33,0%)	
informed that the	Not sure	122(29,8%)	82(26,5%)	40(40,0%)	
child had autism, then the probability of changing the initial reaction to the	Prefer not to say	31(7,6%)	17(5,5%)	14(14,0%)	0,001

Respondents' perception with ASD child situation.

situation

child with autism lives in the neighborhood (74.0%), and if a child with autism studies along with neurotypical children 68.0% (p<0.001), as well as if a child becomes friends with an autistic child 73.0 %, and be his best friend 66,0% (Table 3).

Table 3

Respondents reflection with ASD child

not sure 44(10.7%) 38(12.3%) 6(6.0%) Curious to know more Yes 130(31.7%) 96(31.0%) 34(34.0%) 0,066 No 170(41.5%) 12(23.4%) 48(48.0%) 0,066 Indifferent 100(25.8%) 52(16.8%) 30(30.0%) 100(25.9%) 110(16.0%) Indifferent No 229(55.9%) 17(7.0%) 15(15.0%) 0,008 Phy for the child No 127(31.0%) 88(28.4%) 39(39.0%) 0,007 No 123(52.0%) 74(23.2%) 10(10.0%) 0,002 Inot sure 171(7.0%) 72(23.2%) 12(12.0%) 0,001 No 124(30.2%) 9(30.0%) 42(42.0%) 0,015 Into sure 171(7.0%) 9(30.0%) 10(12.0%) 10(10.0%) Yes	If a close friend's of with autism, how		Total (n=410,%)	Urban (n=310,%)	Rural (n=100,%)	P value	
<table-container>child's future indianaNoS4(13,2%) indiana28(0,0%) indiana26(26,0%) indiana0,000Curious Name moreYes130(3,1%) indiana6(3,0%)3(43,0%) indiana0,000Curious Name moreNo170(41,5%)122(3,4%)48(48,0%) indiana0,000Indiana moreNo220(55,0%)13(5,0%)14(10,0%)Indiana more220(55,0%)17(15,0%) indiana17(15,0%)17(15,0%)Indiana more90(24,1%)86(26,5%)13(15,0%) indiana1000Indiana more94(21,5%)74(23,0%)14(10,0%)1000Indiana pelon13(27,0%)73(23,5%)48(48,0%) indiana101(23,2%)10(10,0%)Indiana pelon13(21,2%)12(24,0%)13(14,0%)10(16,0%)10(16,0%)Indiana pelon13(21,2%)13(31,0%)13(14,0%)10(16,0%)10(16,0%)Indiana pelon13(12,1%)13(14,0%)13(14,0%)10(16,0%)10(16,0%)Indiana pelon13(12,1%)13(14,0%)13(14,0%)10(16,0%)10(16,0%)Indiana pelon13(12,1%)13(11,0%)13(11,0%)10(11,0%)10(11,0%)Indiana pelon13(12,1%)13(11,0%)13(11,0%)10(11,0%)10(11,0%)Indiana pelon13(12,1%)13(11,0%)13(11,0%)10(11,0%)10(11,0%)Indiana pelon13(12,0%)13(11,0%)13(11,0%)10(11,0%)10(11,0%)Indiana pelon13(1</br></br></br></br></br></table-container>	Worry about the	Yes	312(76,1%)	244(78,7%)	68(68,0%)		
Carious to know more Yes 130(31,7%) 96(31,0%) 34(34,0%) 0,066 No 170(41,5%) 122(39,4%) 48(48,0%) 0,066 Indifferent Yes 222(55,9%) 176(56,8%) 53(30,0%) 0,008 Indifferent No 222(55,9%) 176(56,8%) 53(53,0%) 0,008 Yes 199(48,5%) 148(47,7%) 51(51,0%) 0,007 Yes 213(52,0%) 165(53,2%) 48(48,0%) 0,007 Yes 213(52,0%) 165(53,2%) 48(42,0%) 0,007 Yes 132(7,6%) 72(23,2%) 12(10,0%) 0,007 Wouldn't know what to do (p=0.012) Yes 135(23,2%) 93(30,0%) 42(42,0%) No 124(30,2%) 91(29,4%) 33(33,0%) 0,015 not sure 117(28,5%) 98(31,6%) 19(19,0%) 0,023 Yes 199(48,5%) 143(4,61%) 56(5,60%) 0,003 rife or is looking for or a diagnosis No 110(26,8%) 19(16,5%) 33(33,0%) <		No	54(13,2%)	28(9,0%)	26(26,0%)	<0,001	
Curious to know moreNo170(41,5%)122(39,4%)48(48,0%)0,066not sure110(26,8%)92(29,7%)18(18,0%)0.066not sure99(24,1%)82(26,5%)17(17,0%)0.066not sure99(24,1%)82(25,5%)17(5(5,63%)53(5,3,0%)0.007not sure99(24,1%)82(25,5%)17(17,0%)0.007not sure84(20,5%)74(23,9%)10(10,0%)0.007Would fiel sorr for a friend (p=0.002)Yes213(52,0%)165(53,2%)40(40,0%)0.002No113(27,6%)72(23,2%)10(10,0%)0.002Would fi know what to do (p=0.015)Yes175(42,7%)124(40,0%)3(33,0%)0.002No124(30,2%)124(30,2%)12(12,0%)3(33,0%)0.023No124(30,2%)91(30,6%)19(19,0%)0.023Proud that my friend is looking (p=0.012)No158(38,5%)119(38,4%)39(39,0%)0.023No110(26,8%)76(24,5%)3(43,0%)0.023No110(26,8%)76(24,5%)3(33,0%)4(0,0%)Proud that my friend is looking (p=0.012)No101(24,6%)10(10,0%)4(4,0%)No84(20,5%)51(16,5%)3(33,0%)4(0,0%)No101(24,6%)10(12,3%)3(33,0%)4(0,0%)No101(24,6%)10(10,0%)5(55,0%)(0.02)No84(20,5%)51(16,5%)3(33,0%)4(0,0%)No101(24,6%) <td< td=""><td></td><td>not sure</td><td>44(10,7%)</td><td>38(12,3%)</td><td>6(6,0%)</td><td></td></td<>		not sure	44(10,7%)	38(12,3%)	6(6,0%)		
No1/10(41,5%)1/2(3,9,%)48(48,0%)0,006not sure110(26,8%)92(29,7%)18(18,0%)IndifferentNo229(55,9%)176(56,8%)53(53,0%)0,008not sure99(24,1%)82(26,5%)17(17,0%)170(10,0%)Yes199(48,5%)148(47,7%)51(51,0%)0,007No127(31,0%)88(28,4%)39(30,0%)0,007Yes213(52,0%)165(53,2%)48(48,0%)0,007Yor a friend (p=0.002)No113(27,6%)72(23,2%)12(12,0%)No124(30,2%)91(29,4%)33(30,0%)0,015Yes135(32,9%)91(34,4%)39(30,0%)0,015Yor a fused (p=0.015)Yes135(32,9%)91(34,4%)39(30,0%)0,015Yor a fused (p=0.015)Yes135(32,9%)93(30,0%)14(14,0%)4(10,0%)Yes135(32,9%)93(30,0%)14(14,1%)56(56,0%)101(24,6%)91(34,4%)3(33,0%)Yes199(48,5%)143(46,1%)56(56,0%)101(24,6%)101(24,6%)31(31,0%)4(14,0%)Yes199(48,5%)143(46,1%)56(56,0%)101(24,6%)31(31,2%)4(14,0%)4(14,0%)Yes199(48,5%)114(24,5%)31(31,0%)4(14,0%)4(14,0%)4(14,0%)Yes199(48,5%)116(55%)33(33,0%)4(14,0%)4(14,0%)Yes132(7,6%)124(4,0%)16(15,0%)33(3,0%)4(14,0%)Yes132(2,6%)111(27,1%)<	_	Yes	130(31,7%)	96(31,0%)	34(34,0%)		
not sure110(26.8%)92(29.7%)18(18.0%)No82(20.0%)52(16.8%)30(30.0%)No229(55%)17(5(6.8%)53(53.0%)not sure99(24.1%)82(26.5%)17(17.0%)No127(31.0%)88(28.4%)39(30.0%)No127(31.0%)88(28.4%)39(30.0%)No127(31.0%)88(28.5%)148(47.7%)51(51.0%)not sure84(20.5%)74(23.5%)40(40.0%)(p-0.02)No113(27.6%)72(3.2%)10(10.0%)Wouldn't knowYes175(4.27%)12(12.0%)40(0.0%)(p-0.012)No124(30.2%)12(12.0%)40(0.0%)No124(30.2%)12(12.0%)40(0.0%)0.023(p-0.023)not sure117(28.5%)98(31.6%)19(19.0%)No126(30.2%)19(19.4%)30(30.0%)42(42.0%)No110(26.8%)76(24.5%)3(33.0%)4.0%)Proud that my friend is lookingNo110(26.8%)51(16.5%)3(33.0%)No110(26.8%)51(16.5%)3(33.0%)4.0%)No812(2.7%)81(15.5%)3(33.0%)4.0%)Proud that my friend is lookingNo812(2.7%)141(4.0%)No110(26.8%)51(16.5%)3(3.0%)4.0%)No812(3.2%)141(4.0%)5(55.0%)4.0%)No812(2.7%)36(1.5%)3(3.0%)4.0%)No812(2.7%)16(15.5%)3(3.0%)4.0%)No		No	170(41,5%)	122(39,4%)	48(48,0%)	0,066	
IndifferentNo229(55,9%)176(56.8%)53(53.0%)0.008Nonot sure99(24,1%)82(26,5%)17(17,0%)0Pily for the childNo127(31.0%)88(28,4%)39(39,0%)0.007mot sure84(20,5%)74(23,9%)10(10.0%)0Would fed sorry for a fried (p=0.002)Yes213(52,0%)165(53,2%)40(40,9%)0.002Mo113(27,6%)73(23,5%)40(40,9%)0.0020.002mot sure84(20,5%)74(23,9%)12(12,0%)3(33,0%)0.015(p=0.012)No124(30,2%)12(40,9%)3(33,0%)0.015mot sure111(27,1%)95(3,06%)16(16,0%)0.023mot sure111(27,1%)95(3,06%)16(16,0%)0.023mot sure111(26,8%)119(3,4%)39(3,0%)0.023p=0.023)not sure101(26,8%)76(24,5%)34(4,0%)p=0.023)not sure101(26,8%)76(24,5%)34(4,0%)friend is looking (p=0.011)not sure52(12,7%)38(12,3%)14(14,0%)Mo101(26,8%)76(24,5%)34(3,0%)4(4,0%)help themnot sure52(12,7%)38(12,3%)14(14,0%)mot sure52(12,7%)38(12,3%)14(14,0%)the friend is looking (p=0.012)No101(26,8%)76(24,5%)34(3,0%)Mo cure53(12,9%)14(15,5%)36(3,0%)4(4,0%)the friend is p=ak101(26,6%)10(15,5%)3(more	not sure	110(26,8%)	92(29,7%)	18(18,0%)		
not sure99(24,1%)82(26,5%)17(17.0%)Pity for the childYes199(48,5%)148(47,7%)51(51.0%)No127(31.0%)88(28,4%)39(39.0%)0.007not sure84(20.5%)74(23.9%)10(10.0%)0.002Mo113(27,6%)73(23.5%)40(40.0%)0.002(p=0.02)No113(27,6%)73(23.5%)40(40.0%)0.002Mo113(27,6%)73(23.5%)40(40.0%)0.002Mo113(27,6%)73(23.5%)40(40.0%)0.002Mo113(27,6%)73(23.5%)40(40.0%)0.002Mo113(27,6%)75(23.2%)142(12.0%)33(30.0%)0.002Mo124(30.2%)95(30.0%)14(16.0%)0.015(p=0.023)No158(38,5%)119(38,4%)39(30.0%)0.023Mo158(38,5%)119(38,4%)39(30.0%)0.023Mo1012(46.5%)98(31.6%)10(10.0%)0.023No1012(46.5%)91(24.5%)34(34.0%)0.002Mo1012(46.5%)212(7.1%)33(33.0%)0.002Mo1012(46.5%)31(16.5%)33(33.0%)0.002Mo1012(46.5%)31(16.5%)33(33.0%)0.002Mo1012(46.5%)31(16.5%)33(33.0%)0.002Mo1012(46.5%)31(16.5%)33(33.0%)0.002Mo1012(46.5%)31(16.5%)33(33.0%)0.002Mo1012(46.5%)31(16.5%)33(3.0%)0.002<		Yes	82(20,0%)	52(16,8%)	30(30,0%)		
Yes 199(48,5%) 148(47,7%) 51(51.0%) 0,007 No 127(31,0%) 88(28,4%) 39(39,0%) 0,007 Would fel sory Yes 213(52,0%) 165(53,2%) 48(48,0%) 0,007 In or sure 84(20,5%) 72(23,2%) 12(12,0%) 0,002 0,002 Would fel sory Yes 175(42,7%) 124(40,0%) 51(51,0%) 0,002 Would rel sory Yes 175(42,7%) 93(30,0%) 42(42,0%) 0,015 In or sure 111(27,1%) 95(30,6%) 16(16,0%) 0,002 In or sure 117(28,5%) 98(31,6%) 19(19,0%) 0,023 In or sure 101(26,8%) 76(24,5%) 34(34,0%) 0,002 In or sure 101(24,6%) 91(29,4%) 10(10,0%) 0,003 Stagnosis No 130(22,6%) 51(5,5%) 33(33,0%) 0,002 In or sure 101(24,6%) 91(29,4%) 10(10,0%) 0,003 In or sure 52(12,7%) 38(12,3%) 14(14,0%)	Indifferent	No	229(55,9%)	176(56,8%)	53(53,0%)	0,008	
Pity for the child No 127(31,0%) 88(28,4%) 30(39,0%) 0,007 not sure 84(20,5%) 74(23,9%) 10(10,0%) 0,007 Would feel sorry No 113(27,6%) 73(23,5%) 40(40,0%) 0,002 not sure 84(20,5%) 72(23,2%) 12(12,0%) 0,001 Mouldn't know Yes 175(42,7%) 12(440,0%) 15(5(1,0%) No 124(30,2%) 91(29,4%) 33(3,0%) 0,015 not sure 111(27,1%) 95(30,6%) 16(16,0%) 0,023 not sure 111(27,1%) 95(30,6%) 16(16,0%) 0,023 not sure 111(27,1%) 95(30,6%) 16(16,0%) 0,023 not sure 111(27,1%) 75(24,5%) 34(34,0%) 0,023 not sure 110(26,6%) 19(19,0%) 6(6,0%) 0,003 not sure 101(24,6%) 91(29,4%) 10(10,0%) 4(0,0%) not sure 52(12,7%) 38(12,3%) 14(14,0%) 6(0,0%) not sure		not sure	99(24,1%)	82(26,5%)	17(17,0%)		
not sure84(20.5%)74(23,9%)10(10.0%)Would feel sorry for a friend (p=0.02)Yes213(52.0%)165(53,2%)48(48.0%)No113(27,6%)73(23,5%)40(40.0%)0,002not sure84(20.5%)72(23,2%)12(12.0%)5No124(30,2%)91(29,4%)33(33,0%)0,015not sure111(27,1%)95(30,6%)16(16.0%)0,015not sure111(27,1%)95(30,6%)16(16.0%)0,015not sure111(28,5%)98(31,6%)19(19,0%)0,023not sure117(28,5%)98(31,6%)19(19,0%)0,023not sure110(26,8%)76(24,5%)34(34,0%)0,003not sure101(24,6%)91(29,4%)10(10,0%)0,003not sure274(66,8%)521(16,5%)33(33,0%)0,003not sure52(12,7%)38(12,3%)14(14,0%)0,003not sure52(12,7%)38(12,3%)14(14,0%)0,003not sure52(12,7%)38(12,3%)14(14,0%)0,003not sure52(12,7%)38(12,3%)14(14,0%)0,003not sure52(12,7%)38(12,3%)14(14,0%)0,003not sure53(12,9%)47(15,2%)3(3,0%)0,003not sure53(12,9%)47(15,2%)3(3,0%)0,003not sure53(12,9%)10(13,5%)42(24,2%)not sure53(12,9%)47(15,2%)3(3,0%)0,003not sure53(12,9%)113(5,0%)13(3,		Yes	199(48,5%)	148(47,7%)	51(51,0%)		
Would feel sorry for a friend (p=0.002) Yes 213(52,0%) 165(53,2%) 44(48,0%) 0.002 No 113(27,6%) 73(23,5%) 40(40,0%) 0.002 No 113(27,6%) 73(23,5%) 40(40,0%) 0.002 Wouldn't know what to do (p=0.015) Yes 175(42,7%) 124(40,0%) 51(51,0%) 0.015 No 124(30,2%) 91(29,4%) 33(33,0%) 0.015 not sure 111(27,1%) 95(30,6%) 16(16,0%) 0.023 No 158(38,5%) 119(38,4%) 39(39,0%) 0.023 not sure 117(28,5%) 98(31,6%) 19(19,0%) 0.003 No 101(26,8%) 76(24,5%) 34(34,0%) 0.003 not sure 101(24,6%) 91(29,4%) 10(10,0%) 0.003 No 84(20,5%) 51(16,5%) 33(33,0%) 0.003 not sure 52(12,7%) 38(12,3%) 14(14,0%) 0.003 autistic child reas 13(27,6%) 47(15,2%) 3(6(6,0%) not sure	Pity for the child	No	127(31,0%)	88(28,4%)	39(39,0%)	0,007	
for a friend (p=0.02) No 113(27,6%) 73(23,5%) 40(40,0%) 0,002 not sure 84(20,5%) 72(23,2%) 12(12,0%) 0 Wouldn't know what to do (p=0.015) Yes 175(42,7%) 124(40,0%) 51(51,0%) 0,015 No 124(30,2%) 91(29,4%) 33(33,0%) 0,015 mot sure 111(27,1%) 95(30,6%) 14(16,0%) 0,023 The surger 195(38,5%) 119(38,4%) 39(30,0%) 0,023 not sure 117(28,5%) 98(31,6%) 19(19,0%) 0,023 Proud that my friend is looking for a diagnosis not sure 101(24,6%) 91(29,4%) 10(10,0%) not sure 101(24,6%) 91(29,4%) 10(10,0%) 4(414,0%) 4(414,0%) Ask how I can help them No 84(20,5%) 51(16,5%) 35(33,0%) 0,003 The family, in which the autistic child was not sure 13(27,6%) 10(10,2%) 3(30,0%) 4(414,0%) No 13(27,6%) 10(32,3%) 13(13,0%) 4(40,0%) N		not sure	84(20,5%)	74(23,9%)	10(10,0%)		
(p=0.002) (p=0.012)No113(27,6%)73(2,5,%)40(40,0%) (0,002)0,002not sure84(20,5%)72(23,2%)12(12,0%)12(12,0%)Wouldn't know (p=0.015)Yes175(42,7%)124(40,0%)51(51,0%) (124(30,2%)91(29,4%)33(33,0%) (22,6%)0,015Embarrassmeth (p=0.023)Yes135(32,9%)93(30,0%)42(42,0%) (10,0%)0,015No158(38,5%)119(38,4%)39(30,0%)42(42,0%) (10,0%)0,023Proud that my fried is looking (p<0.001)	5	Yes	213(52,0%)	165(53,2%)	48(48,0%)		
not sure 84(20,5%) 72(23,2%) 12(12,0%) Wouldn't know what to do (p=0.015) Yes 175(42,7%) 124(40,0%) 51(51,0%) No 124(30,2%) 91(29,4%) 33(33,0%) 10,015 not sure 111(27,1%) 95(3,6%) 14(16,0%) 10 Embarrassmett (p=0.023) Yes 135(32,9%) 98(31,6%) 19(19,0%) 10 Proud that my friend is looking for a diagnosis (p<0.001)		No	113(27,6%)	73(23,5%)	40(40,0%)	0,002	
what to do (p=0.015) No 124(30,2%) 91(29,4%) 33(33.0%) 0.015 not sure 111(27,1%) 95(30,6%) 16(16,0%) 0.015 Embarrassmeth (p=0.023) Yes 135(32,9%) 93(30,0%) 42(42,0%) 0.023 No 158(38,5%) 119(38,4%) 39(39,0%) 0.023 Proud that my friend is looking for a diagnosis No 110(26,8%) 76(24,5%) 34(34,0%) 0.003 No 101024,6%) 91(29,4%) 10(10,0%) 0.003 Ask how I can help them No 84(20,5%) 51(16,5%) 33(33,0%) 0.003 No 84(20,5%) 51(16,5%) 33(33,0%) 0.003 not sure 52(12,7%) 38(12,3%) 14(14,0%) Very concerned 813(2,2%) 48(15,5%) 35(3,0%) No taure 53(12,9%) 47(15,2%) 6(6,0%) Indifference 113(27,6%) 109(32,2%) 42(42,0%) Indifference 151(3,6%) 109(35,2%) 42(42,0%) Indifference 107(26	(p=0.002)	not sure	84(20,5%)	72(23,2%)	12(12,0%)		
(p=0.015)No124(30,2%)91(29,4%)33(33,0%)0,015ind sure111(27,1%)95(30,6%)14(16,0%)42(42,0%)EmbarrassmentNo158(38,5%)119(38,4%)39(30,0%)42(42,0%)ind sure117(28,5%)98(31,6%)19(19,0%)0.023proud that my friend is lookingsNo110(26,8%)76(24,5%)34(34,0%)friend is lookingsnot sure101(24,6%)91(29,4%)10(10,0%)No84(20,5%)51(16,5%)33(33,0%)40,000Ask how I can help themYes274(66,8%)221(71,3%)53(53,0%)No84(20,5%)51(16,5%)33(33,0%)40,000in discure52(12,7%)38(12,3%)14(14,0%)No84(20,5%)100(32,3%)13(13,0%)functiscure111(27,1%)72(23,2%)39(39,0%)in disk move to a neighboring house101(2,6%)10(13,2%)13(13,0%)Not sure53(12,9%)47(15,2%)6(6,0%)Not sure53(12,9%)47(15,2%)10(10,0%)Speak107(26,1%)92(29,7%)15(15,0%)familyNot sure37(9,0%)11(3,5%)26(26,0%)Indifference107(26,1%)92(29,7%)15(15,0%)familyNot sure37(9,0%)11(3,5%)26(26,0%)Not sure13(3,2,9%)13(1,2,0%)14(1,0%)familyNot sure13(3,2,9%)13(1,2,0%)familyNot sure37(3,0%)13(1,2,0%)14(Wouldn't know	Yes	175(42,7%)	124(40,0%)	51(51,0%)		
not sure 111(27,1%) 95(30,6%) 16(16,0%) Embarrassmeth (p=0.023) Yes 135(32,9%) 93(30,0%) 42(42,0%) No 158(38,5%) 119(38,4%) 39(30,0%) 42(42,0%) No 157(38,5%) 98(31,6%) 19(19,0%) 0.023 Proud that my friend is looking for a diagnosis No 110(26,8%) 76(24,5%) 34(34,0%) 0.003 Ask how I can help them No 84(20,5%) 51(16,5%) 33(3,0%) 40,003 Ask how I can help them No 84(20,5%) 51(16,5%) 33(3,0%) 40,003 The family, in which the autistic child was born, moved to a neighboring house Very concerned 83(20,2%) 48(15,5%) 35(3,0%) Very concerned 111(27,1%) 72(23,2%) 39(39,0%) 13(13,0%) Very concerned 31(7,6%) 27(8,7%) 4(4,0%) 4(4,0%) Indifference 107(26,1%) 92(29,7%) 15(15,0%) 4(4,0%) I prefer not to a reighboring house Very concerned 63(15,4%) 38(12,3%) 4(42,0%)		No	124(30,2%)	91(29,4%)	33(33,0%)	0,015	
Embarrassment (p=0.023) No 158(38,5%) 119(38,4%) 39(39,0%) 0,023 not sure 117(28,5%) 98(31,6%) 19(19,0%) 0,023 Proud that my friend is looking for a diagnosis (p<0.001)	(p=0.015)	not sure	111(27,1%)	95(30,6%)	16(16,0%)		
Embarrassment (p=0.023) No 158(38,5%) 119(38,4%) 39(39,0%) 0,023 not sure 117(28,5%) 98(31,6%) 19(19,0%) 0,023 Proud that my friend is looking for a diagnosis (p<0.001)		Yes					
(p=0.02.3)not sure117(28,5%)98(31,6%)19(19,0%)rot sure199(48,5%)143(46,1%)56(56,0%)No110(26,8%)76(24,5%)34(34,0%)for a diagnosisnot sure101(24,6%)91(29,4%)10(10,0%)(p<0.001)						0.023	
Yes 199(48,5%) 143(46,1%) 56(56,0%) No 110(26,8%) 76(24,5%) 34(34,0%) <0,001	(p=0.023)	not sure				0,023	
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$							
for a diagnosis (p<0.001)not sure101(24,6%)91(29,4%)10(10,0%)Ask how I can help themYes274(66,8%)221(71,3%)53(53,0%)40,007Ask how I can help themNo84(20,5%)51(16,5%)33(33,0%)40,007The family, in which the autistic child was born, moved to born, moved to houseVery concerned83(20,2%)48(15,5%)35(35,0%)44(4,0%)The family, in which the autistic child was born, moved to born, moved to houseVery concerned111(27,1%)72(23,2%)39(39,0%)13(13,0%)Very concerned111(27,6%)100(32,3%)13(13,0%)Very indifferent31(7,6%)27(8,7%)4(4,0%)Not sure53(12,9%)47(15,2%)6(6,0%)6(6,0%)101(10,0%)Very indifferent101(26,1%)92(29,7%)15(15,0%)The autistic child was in class with familyVery concerned157(13,9%)47(15,2%)10(10,0%)Very indifferentNot sure42(10,2%)38(12,3%)4(4,0%)10(10,0%)Very indifferent57(13,9%)47(15,2%)10(10,0%)Achild in your familyVery concerned63(15,4%)38(12,3%)25(25,0%)25(25,0%)25(25,0%)Concerned135(32,9%)87(28,1%)44(4,0%)11(4,0%)10(10,0%)Very indifferent46(11,2%)40(12,9%)6(6,0%)Your child's new perkNot sure39(9,5%)35(11,3%)4(4,0%)11(11,0%)26(2,0%)Your child's new perferided a <br< td=""><td></td><td></td><td></td><td></td><td></td><td>-0.001</td></br<>						-0.001	
Ask how I can help them No 84(20,5%) 51(16,5%) 33(33,0%) <0,007 not sure 52(12,7%) 38(12,3%) 14(14,0%) <0,007	for a diagnosis	not sure	101(24,6%)	91(29,4%)	10(10,0%)	_ <0,001	
No 84(20,9%) 51(16,5%) 33(33,0%) 40,00 not sure 52(12,7%) 38(12,3%) 14(14,0%) 44(14,0%) The family, in which the autistic child was born, moved to a neighboring house Concerned 111(27,1%) 72(23,2%) 39(39,0%) 13(13,0%) Very concerned 13(27,6%) 100(32,3%) 13(13,0%) Very concerned 31(7,6%) 27(8,7%) 4(4,0%) 4(4,0%) Not sure 53(12,9%) 47(15,2%) 6(6,0%) 11(3,5%) 26(26,0%) 20(0,0) The autistic child was in class with a child from your family Very concerned 37(9,0%) 11(3,5%) 26(26,0%) 20(0,0) Very concerned 19(4,6%) 109(35,2%) 42(42,0%) 10(10,0%) 20(0,0) The autistic child was in class with a child from your family Very concerned 15(13,6%) 109(35,2%) 42(42,0%) 10(10,0%) 25(25,0%) 25(25,0%) 25(25,0%) 25(25,0%) 25(25,0%) 20,001 your family berriended a autistic child Indifference 109(26,6%) 95(30,6%) 14(14,0%) 29,001		Yes	274(66,8%)	221(71,3%)	53(53,0%)	<0,001	
neip themnot sure $52(12,7\%)$ $38(12,3\%)$ $14(14,0\%)$ Not sure $52(12,7\%)$ $38(12,3\%)$ $14(14,0\%)$ The family, in which the autistic child was born, moved to a neighboring house $Concerned$ $111(27,1\%)$ $72(23,2\%)$ $39(39,0\%)$ Not sure $53(12,7\%)$ $100(32,3\%)$ $13(13,0\%)$ $Very$ indifference $113(27,6\%)$ $100(32,3\%)$ $13(13,0\%)$ Not sure $53(12,9\%)$ $47(15,2\%)$ $6(6,0\%)$ $100(32,3\%)$ $13(13,0\%)$ $Very$ indifferent $19(4,6\%)$ $16(5,2\%)$ $3(3,0\%)$ The autistic child was in class with a child from your family $Very$ concerned $151(36,8\%)$ $109(35,2\%)$ $42(42,0\%)$ Not sure $42(10,2\%)$ $38(12,3\%)$ $4(4,0\%)$ $10(10,0\%)$ $Very$ indifference $107(26,1\%)$ $92(29,7\%)$ $15(15,0\%)$ A child in your familyNot sure $42(10,2\%)$ $38(12,3\%)$ $4(4,0\%)$ $4(4,0\%)$ Not sure $42(10,2\%)$ $38(12,3\%)$ $25(25,0\%)$ $Very$ indifference $109(26,6\%)$ $95(30,6\%)$ $14(14,0\%)$ Your child's new your familyNot sure $39(9,5\%)$ $35(11,3\%)$ $4(4,0\%)$ $Very$ indifference $109(26,6\%)$ $95(30,6\%)$ $14(4,0\%)$ Your child's new best friend was autistic $Very concerned$ $49(12,0\%)$ $22(7,1\%)$ $27(27,0\%)$ $Very concerned$ $19(2,0\%)$ $22(7,1\%)$ $27(27,0\%)$ Your child's new best friend was autisticIndifference $112(27,3\%)$ $95(30,6\%)$ $17(17,0$		No	84(20,5%)	51(16,5%)	33(33,0%)		
Very concerned 83(20,2%) 48(15,5%) 35(35,0%) \$ The family, in which the autistic child was born, moved to a neighboring house Indifference 113(27,6%) 100(32,3%) 13(13,0%) \$	neip them	not sure	52(12,7%)	38(12,3%)			
The family, in which the autistic child was born, moved to a neighboring house Concerned 111(27,1%) 72(23,2%) 39(39,0%) Indifference 113(27,6%) 100(32,3%) 13(13,0%) Very indifferent 31(7,6%) 27(8,7%) 4(4,0%) Not sure 53(12,9%) 47(15,2%) 6(6,0%) I prefer not to speak 19(4,6%) 16(5,2%) 3(3,0%) Concerned 151(36,8%) 109(35,2%) 42(42,0%) Indifference 107(26,1%) 92(29,7%) 15(15,0%) Very concerned 57(13,9%) 47(15,2%) 10(10,0%) Not sure 42(10,2%) 38(12,3%) 4(4,0%) I prefer not to speak 16(3,9%) 13(4,2%) 3(3,0%) Very concerned 63(15,4%) 38(12,3%) 25(25,0%) Concerned 135(32,9%) 87(28,1%) 48(48,0%) Indifference 109(26,6%) 95(30,6%) 14(14,0%) Very concerned 136(3,2%) 32(3,0%) 4(4,0%) Indifference 109(26,6%) 95(30,6%) 14(14,0%) <td></td> <td>Very concerned</td> <td></td> <td></td> <td></td> <td></td>		Very concerned					
in which the autistic child was born, moved to a neighboring house Indifference 113(27,6%) 100(32,3%) 13(13,0%) Very indifferent 31(7,6%) 27(8,7%) 4(4,0%) Not sure 53(12,9%) 47(15,2%) 6(6,0%) I prefer not to speak 19(4,6%) 16(5,2%) 3(3,0%) Concerned 151(36,8%) 109(35,2%) 42(42,0%) Indifference 107(26,1%) 92(29,7%) 15(15,0%) Very concerned 57(13,9%) 47(15,2%) 10(10,0%) Not sure 42(10,2%) 38(12,3%) 4(4,0%) I prefer not to speak 16(3,9%) 13(4,2%) 3(3,0%) Very concerned 135(32,9%) 87(28,1%) 48(48,0%) Indifference 109(26,6%) 95(30,6%) 14(14,0%) Very concerned 18(4,4%) 15(4,8%) 3(3,0%) Your child's new best friend was autistic 19(12,0%) 22(7,1%) 27(27,0%) </td <td>The family,</td> <td></td> <td></td> <td></td> <td></td> <td>-</td>	The family,					-	
Addition control Very indifferent 31(7,6%) 27(8,7%) 4(4,0%)						-	
a neighboring house Not sure 53(12,9%) 47(15,2%) 6(6,0%) I prefer not to speak 19(4,6%) 16(5,2%) 3(3,0%) The autistic child was in class with a child from your family Very concerned 37(9,0%) 11(3,5%) 26(26,0%) Not sure 151(36,8%) 109(35,2%) 42(42,0%) 10difference 107(26,1%) 92(29,7%) 15(15,0%) Very indifference 107(26,1%) 92(29,7%) 15(15,0%) Very indifference 107(26,1%) 92(29,7%) 15(15,0%) Not sure 42(10,2%) 38(12,3%) 4(4,0%) 10(10,0%) Not sure 16(3,9%) 13(4,2%) 3(3,0%) 3(3,0%) 4(4,0%) 10(10,0%) Not sure 109(26,6%) 95(30,6%) 14(14,0%) Very concerned 135(32,9%) 87(28,1%) 48(48,0%) 10(10,0%) Very indifference 109(26,6%) 95(30,6%) 14(14,0%) 14(14,0%) 14(14,0%) Very indifference 109(26,6%) 95(30,6%) 14(14,0%) 10(0,0%) Not sure 39(9,5%) 35(11,3%) 4(4,0%) 10(0,0%) 10(0,0%)						<0,001	
I prefer not to speak $19(4,6\%)$ $16(5,2\%)$ $3(3,0\%)$ Very concerned $37(9,0\%)$ $11(3,5\%)$ $26(26,0\%)$ Concerned $37(9,0\%)$ $11(3,5\%)$ $26(26,0\%)$ Concerned $151(36,8\%)$ $109(35,2\%)$ $42(42,0\%)$ Indifference $107(26,1\%)$ $92(29,7\%)$ $15(15,0\%)$ Very indifferent $57(13,9\%)$ $47(15,2\%)$ $10(10,0\%)$ Not sure $42(10,2\%)$ $38(12,3\%)$ $4(4,0\%)$ I prefer not to speak $16(3,9\%)$ $13(4,2\%)$ $3(3,0\%)$ Very concerned $63(15,4\%)$ $38(12,3\%)$ $25(25,0\%)$ Concerned $135(32,9\%)$ $87(28,1\%)$ $48(48,0\%)$ Indifference $109(26,6\%)$ $95(30,6\%)$ $14(14,0\%)$ Very concerned $63(15,4\%)$ $38(12,3\%)$ $25(25,0\%)$ Concerned $135(32,9\%)$ $87(28,1\%)$ $48(48,0\%)$ Indifference $109(26,6\%)$ $95(30,6\%)$ $14(14,0\%)$ Very indifferent $46(11,2\%)$ $40(12,9\%)$ $6(6,0\%)$ Not sure $39(9,5\%)$ $35(11,3\%)$ $4(4,0\%)$ I prefer not to speak $18(4,4\%)$ $15(4,8\%)$ $3(3,0\%)$ Very concerned $49(12,0\%)$ $22(7,1\%)$ $27(27,0\%)$ Concerned $143(34,9\%)$ $102(32,9\%)$ $41(41,0\%)$ Indifference $112(27,3\%)$ $95(30,6\%)$ $17(17,0\%)$ <						_	
Speak Provide the speak Provi	house					-	
$ \begin{array}{ c c c c c } \hline \begin{tabular}{ c c c c } \hline \begin{tabular}{ c c c c c } \hline \begin{tabular}{ c c c c c } \hline \begin{tabular}{ c c c c c c c } \hline \begin{tabular}{ c c c c c c c } \hline \begin{tabular}{ c c c c c c } \hline \begin{tabular}{ c c c c c c c } \hline \begin{tabular}{ c c c c c c c c } \hline \begin{tabular}{ c c c c c c c c } \hline \begin{tabular}{ c c c c c c c c c c c c c c c c c c c$		speak	19(4,6%)	10(5,2%)	3(3,0%)		
The autistic child was in class with a child from your familyIndifference $107(26,1\%)$ $92(29,7\%)$ $15(15,0\%)$ $40,001$ Indifference $107(26,1\%)$ $92(29,7\%)$ $15(15,0\%)$ $40,001$ $15(15,0\%)$ $40,001$ familyVery indifferent $57(13,9\%)$ $47(15,2\%)$ $10(10,0\%)$ $10(10,0\%)$ $10(10,0\%)$ $10(10,0\%)$ Not sure $42(10,2\%)$ $38(12,3\%)$ $4(4,0\%)$ 11 $110(10,0\%)$ $13(4,2\%)$ $3(3,0\%)$ $13(4,2\%)$ $3(3,0\%)$ A child in your family befriended a autistic childVery concerned $63(15,4\%)$ $38(12,3\%)$ $25(25,0\%)$ $60,000$ Indifference $109(26,6\%)$ $95(30,6\%)$ $14(14,0\%)$ $10(16,0\%)$ $10(16,0\%)$ $10(16,0\%)$ Not sure $109(26,6\%)$ $95(30,6\%)$ $14(14,0\%)$ $10(16,0\%)$ $10(16,0\%)$ $10(16,0\%)$ Your child's new best friend was autisticVery concerned $49(12,0\%)$ $22(7,1\%)$ $27(27,0\%)$ $27(27,0\%)$ Your child's new best friend was autisticIndifference $112(27,3\%)$ $95(30,6\%)$ $17(17,0\%)$ $10(16,0\%)$ Your child's new best friend was autisticNot sure $42(10,2\%)$ $36(11,6\%)$ $6(6,0\%)$ $10(16,0\%)$ Not sure $42(10,2\%)$ $36(11,6\%)$ $6(6,0\%)$ $10(16,0\%)$ $10(16,0\%)$ $10(16,0\%)$ Not sure $42(10,2\%)$ $36(11,6\%)$ $6(6,0\%)$ $10(16,0\%)$ $10(16,0\%)$ $10(16,0\%)$		Very concerned	37(9,0%)	11(3,5%)	26(26,0%)		
was in class with a child from your familyIndifference $107(26,1\%)$ $92(29,7\%)$ $15(15,0\%)$ 4000 Very indifferent $57(13,9\%)$ $47(15,2\%)$ $10(10,0\%)$ 50002 Not sure $42(10,2\%)$ $38(12,3\%)$ $4(4,0\%)$ $4(4,0\%)$ I prefer not to speak $16(3,9\%)$ $13(4,2\%)$ $3(3,0\%)$ 50002 A child in your family befriended a autistic childVery concerned $63(15,4\%)$ $38(12,3\%)$ $25(25,0\%)$ 50002 Not sure $109(26,6\%)$ $95(30,6\%)$ $14(14,0\%)$ 9002 $95(30,6\%)$ $14(14,0\%)$ Very indifferent $46(11,2\%)$ $40(12,9\%)$ $6(6,0\%)$ $6(6,0\%)$ I prefer not to speak $18(4,4\%)$ $15(4,8\%)$ $3(3,0\%)$ 50002 Very concerned $49(12,0\%)$ $22(7,1\%)$ $27(27,0\%)$ $7(17,0\%)$ Your child's new best friend was autisticNot sure $112(27,3\%)$ $95(30,6\%)$ $17(17,0\%)$ Very indifferent $45(11,0\%)$ $39(12,6\%)$ $6(6,0\%)$ $6(6,0\%)$ Indifference $112(27,3\%)$ $95(30,6\%)$ $17(17,0\%)$ Very indifferent $45(11,0\%)$ $39(12,6\%)$ $6(6,0\%)$ Indifference $112(2,2\%)$ $3(3,0\%)$ $6(6,0\%)$ Indifference $112(2,3\%)$ $36(11,6\%)$ $6(6,0\%)$ Indifference $112(2,0\%)$ $32(1,0\%)$ $6(6,0\%)$	The autistic child	Concerned	151(36,8%)	109(35,2%)	42(42,0%)		
family Not sure 42(10,2%) 38(12,3%) 4(4,0%) I prefer not to speak 16(3,9%) 13(4,2%) 3(3,0%) A child in your family befriended a autistic child Very concerned 63(15,4%) 38(12,3%) 25(25,0%) Not sure 19(26,6%) 95(30,6%) 14(14,0%) Very indifferent 46(11,2%) 40(12,9%) 6(6,0%) Not sure 39(9,5%) 35(11,3%) 4(4,0%) 1	was in class with	Indifference	107(26,1%)	92(29,7%)	15(15,0%)		
Not sure 42(10,2%) 38(12,3%) 4(4,0%) I prefer not to speak 16(3,9%) 13(4,2%) 3(3,0%) Very concerned 63(15,4%) 38(12,3%) 25(25,0%) Concerned 135(32,9%) 87(28,1%) 48(48,0%) Indifference 109(26,6%) 95(30,6%) 14(14,0%) Very indifferent 46(11,2%) 40(12,9%) 6(6,0%) Not sure 39(9,5%) 35(11,3%) 4(4,0%) I prefer not to speak 18(4,4%) 15(4,8%) 3(3,0%) Very concerned 49(12,0%) 22(7,1%) 27(27,0%) Concerned 143(34,9%) 102(32,9%) 41(41,0%) Very indifference 112(27,3%) 95(30,6%) 17(17,0%) Very indifferent 45(11,0%) 39(12,6%) 6(6,0%) Not sure 42(10,2%) 36(11,6%) 6(6,0%) Not sure 42(10,2%) 36(11,6%) 6(6,0%) Indifference not to 19(4,6%) 16(5,2%) 3(3,0%)		Very indifferent	57(13,9%)	47(15,2%)	10(10,0%)	<0,001	
speak 16(3,9%) 13(4,2%) 3(3,0%) speak 16(3,9%) 13(4,2%) 3(3,0%) 3(3,0%) Very concerned 63(15,4%) 38(12,3%) 25(25,0%) Concerned 135(32,9%) 87(28,1%) 48(48,0%) Indifference 109(26,6%) 95(30,6%) 14(14,0%) Very indifferent 46(11,2%) 40(12,9%) 6(6,0%) Not sure 39(9,5%) 35(11,3%) 4(4,0%) I prefer not to speak 18(4,4%) 15(4,8%) 3(3,0%) Very concerned 49(12,0%) 22(7,1%) 27(27,0%) Concerned 143(34,9%) 102(32,9%) 41(41,0%) Indifference 112(27,3%) 95(30,6%) 17(17,0%) Very indifferent 45(11,0%) 39(12,6%) 6(6,0%) Not sure 42(10,2%) 36(11,6%) 6(6,0%) Iprefer not to 19(4,6%) 16(5,2%) 3(3,0%)	lallilly	Not sure	42(10,2%)	38(12,3%)	4(4,0%)		
A child in your family befriended a autistic childConcerned $135(32,9\%)$ $87(28,1\%)$ $48(48,0\%)$ $48(48,0\%)$ Indifference $109(26,6\%)$ $95(30,6\%)$ $14(14,0\%)$ $95(30,6\%)$ $14(14,0\%)$ Very indifferent $46(11,2\%)$ $40(12,9\%)$ $6(6,0\%)$ $6(6,0\%)$ Not sure $39(9,5\%)$ $35(11,3\%)$ $4(4,0\%)$ $15(4,8\%)$ $3(3,0\%)$ I prefer not to speak $18(4,4\%)$ $15(4,8\%)$ $3(3,0\%)$ $27(27,0\%)$ Very concerned $49(12,0\%)$ $22(7,1\%)$ $27(27,0\%)$ Concerned $143(34,9\%)$ $102(32,9\%)$ $41(41,0\%)$ Indifference $112(27,3\%)$ $95(30,6\%)$ $17(17,0\%)$ Very indifferent $45(11,0\%)$ $39(12,6\%)$ $6(6,0\%)$ I prefer not to $19(4,6\%)$ $16(5,2\%)$ $3(3,0\%)$		*	16(3,9%)	13(4,2%)	3(3,0%)		
A child in your family befriended a autistic child Indifference 109(26,6%) 95(30,6%) 14(14,0%)		Very concerned	63(15,4%)	38(12,3%)	25(25,0%)		
your family befriended a autistic child Indifferent 16(1,2%) 95(30,6%) 14(14,6%) <td></td> <td>Concerned</td> <td>135(32,9%)</td> <td>87(28,1%)</td> <td>48(48,0%)</td> <td></td>		Concerned	135(32,9%)	87(28,1%)	48(48,0%)		
befriended a autistic child Very indifferent 46(11,2%) 40(12,9%) 6(6,0%) <0.00. Not sure 39(9,5%) 35(11,3%) 4(4,0%) 1		Indifference	109(26,6%)	95(30,6%)	14(14,0%)		
Very concerned 49(12,0%) 22(7,1%) 27(27,0%) Very concerned 49(12,0%) 22(7,1%) 27(27,0%) Concerned 143(34,9%) 102(32,9%) 41(41,0%) Indifference 112(27,3%) 95(30,6%) 17(17,0%) Very indifferent 45(11,0%) 39(12,6%) 6(6,0%) Not sure 42(10,2%) 36(11,6%) 6(6,0%) I prefer not to 19(4,6%) 16(5,2%) 3(3,0%)	befriended a	Very indifferent	46(11,2%)	40(12,9%)	6(6,0%)	<0,001	
speak 16(4,4%) 15(4,6%) 3(3,0%) speak 16(4,4%) 15(4,6%) 3(3,0%) 3(3,0%) Very concerned 49(12,0%) 22(7,1%) 27(27,0%) Concerned 143(34,9%) 102(32,9%) 41(41,0%) Indifference 112(27,3%) 95(30,6%) 17(17,0%) Very indifferent 45(11,0%) 39(12,6%) 6(6,0%) Not sure 42(10,2%) 36(11,6%) 6(6,0%) I prefer not to 19(4,6%) 16(5,2%) 3(3,0%)	autistic child	Not sure	39(9,5%)	35(11,3%)	4(4,0%)		
Your child's new best friend was autistic Concerned 143(34,9%) 102(32,9%) 41(41,0%) </td <td></td> <td></td> <td>18(4,4%)</td> <td>15(4,8%)</td> <td>3(3,0%)</td> <td></td>			18(4,4%)	15(4,8%)	3(3,0%)		
Your child's new best friend was autistic Indifference 112(27,3%) 95(30,6%) 17(17,0%) 95(30,6%) 95(30,6%) 17(17,0%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%)		Very concerned	49(12,0%)	22(7,1%)	27(27,0%)		
Your child's new best friend was autistic Indifference 112(27,3%) 95(30,6%) 17(17,0%) 95(30,6%) 95(30,6%) 17(17,0%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%) 95(30,6%)		Concerned	143(34.9%)	102(32.9%)	41(41.0%)	1	
best friend was autistic Very indifferent 45(11,0%) 39(12,6%) 6(6,0%) <0,001 Not sure 42(10,2%) 36(11,6%) 6(6,0%) Iprefer not to 19(4,6%) 16(5,2%) 3(3,0%)	Your child's now					-	
Not sure 42(10,2%) 36(11,6%) 6(6,0%) I prefer not to 19(4,6%) 16(5,2%) 3(3,0%)						<0,001	
I prefer not to 19(4.6%) 16(5.2%) 3(3.0%)	autistic					-	
						-	
			19(4,6%)	16(5,2%)	3(3,0%)		

Discussion

Based on the answers of the respondents, it can be seen that many of them have heard about ASD and many of them are familiar with ASD. Many respondents, in particular in rural areas, note that the behavior of a child with autism can be dangerous. This result is consistent with other similar studies [13, 14, 15]. Despite the fact that many respondents are ready to help parents of children with ASD, there is low awareness of how to do this. The low awareness of population about ASD and their needs in education and other activities indicated in researches provided by Anwar et al., Alsehemi et al., Wei et al. [6, 8, 16]. In addition to the population, limited knowledge and self-efficacy in working with autistic people is noted among health care and social service professionals [17].

Children with ASD, depending on the severity of the condition, can study at school along with neurotypical children. The results of the study showed that parents prefer to send their children in a regular classroom, but the main factor is directed to the learning experience and skills of the teachers [18, 19]. In this regard, the early detection of children with ASD and their adaptation to society is important [20]. For example, Roula Choueiri et al. presented strategies for healthcare professionals to find culturally appropriate ways to address family problems associated with ASD and ensure early identification of children with ASD [21]. The reforms carried out in the educational sector in Kazakhstan allow children with ASD to study in inclusive classes. The introduction of teacher-assistant and psychologicalpedagogical support service supposes the improvement of the educational skills of children with ASD in schools. The above-mentioned events are the steps to develop the inclusive society. However, our results show that the society is not sufficiently prepared for the contact of neurotypical children with children with ASD, especially in rural areas.

For the effective implementation of programs (health, education and social services) in providing complex support to children with ASD in the country, it is necessary to take measures to improve public awareness of ASD, as well as their behavior in relation to the perception of families with children with ASD. According to the authors, educational activities can be provided through primary health care (by early symptoms of the disease for families of planning children), through educational organizations (at parent-teacher meetings of schools) and through local executive bodies.

In the world practice (The All Party Parliamentary Group on Autism report 2017) teachers and leaders are called to consider autism as a difference, not a deficit. Institutions are to conduct peer education and raise awareness by celebrating Autism Awareness Week and focus on embracing difference and see it in positive light, which increases public awareness and acceptance of children with ASD.

Conclusion

Families with children with ASD go through different steps when receiving assistance from various agencies, public and private. Society is an integral part of the life of children with ASD, and early socialization is the key to their successful immersion in society. The ASD perception and level of understanding of the population is a key factor in the readiness to accept people with ASD, which should be an indicator of the activities of structures that form public opinion. It is necessary to consider the inclusion of information and educational activities about autism at the level of local executive bodies, continuous monitoring of the level of acceptance by society of persons with disabilities. Various channels for shaping public opinion such as the use of the media, social media, direct learning and campaigns need to be included in the action plans of the entities.

Author Contributions: Conceptualization, L. Kosh.; methodology, L. Kozh.; validation, L. Kosh.; formal analysis, L. Kozh.; resources, L. Kosh.; data curation, Zh. S.; writing – original draft preparation, L. Kosh., Zh. S.; writing – review and editing, L. Kozh.; visualization, A. K.; supervision, L. Kozh.; project administration, L. Kosh.

All authors have read and agreed to the published version of the manuscript.

Disclosures: There is no conflict of interest for all authors.

Acknowledgments: None.

Funding: This research has been funded by the Science Committee of the Ministry of Science and Higher education of the Republic of Kazakhstan (Grant No. BR18574199 «Integrating children with autism spectrum disorder into the social and educational environment based on comprehensive support: challenges and benefits).

Appendix 1.

Questionnaire to population perception of children with ASD Dear respondent!

We invite you to take part in the study on "Integration of children with autism spectrum disorder into the socioeducational environment based on comprehensive support: challenges and advantages". The purpose of our survey is to examine public awareness of autism spectrum disorders. The project is carried out by the research group of Institution "SDU University". Participation in the survey will take approximately 30 minutes. This survey is devoted to study the public opinion. There are no right or wrong answers. Participation in the survey is completely voluntary. The study was approved by the local ethics committee.

If you would like more information about the project, please contact Lead Researcher – Lyazzat through +7 705 120 4652. Your responses will be de-identified and stored under data protection requirements and will not be disclosed to other organizations for marketing or research purposes. Responses from everyone participating in the survey will be combined for analysis. Consent form: click the "Agree" button to confirm: your voluntary participation and you are over 18 years old.

You can end your participation at any stage of the survey

Please, choose the appropriate answer:

- 1. Sex
- a) Male
- b) Female
- 2. Your age
- a) 18-24
- b) 25-34

- c) 35-44
- d) 45-54
- e) 55-64
- f) 65-74
- g) 75 age and above
- 3. Choose your region
- a) Astana city
- b) Almaty city
- c) Akmola oblast
- d) Aktobe oblast
- e) Almaty oblast
- f) Atyrau oblast
- g) West-Kazakhstan oblast
- h) Zhambyl oblast
- i) Karaganda oblast
- j) Kostanai oblast
- k) Kyzylorda oblast
- l) Mangystau oblast
- m) Turkestan oblast
- n) Pavlodar oblast
- o) North-Kazakhstan oblast
- p) West-Kazakhstan oblast
- q) Shymkent city
- r) Abai oblast
- s) Zhetysu oblast
- t) Ulytau oblast
- 4. Residence type:
- a) City
- b) Rayon level
- 5. Degree of education
- a) University degree
- b) Secondary-specialty degree (college, etc.)
- c) High school (grade 11 completed)
- d) Secondary school (grade 9 completed)
- 6. Your activities
- a) Employed (full-time, part-time, self-employed)
- b) Unemployed
- c) Retired
- d) Student
- e) Housewife
- f) Other (please, specify)

7. Do you know anyone who diagnosed with autism (or autism spectrum disorder)?

- a. Me/myself
- b. Close relative
- c. Another family member
- d. Friend
- e. Familiar one
- f. Colleague
- g. Somebody else _
- h. No such acquaintances
- i. Prefer not to speak

8. Do you think there are many children or adults with autism (or autism spectrum disorder), would you say that you have...?

a. Many people I know (more than five) with autism or autism spectrum disorder

b. Few acquaintances (less than 5) with autism or autism spectrum disorder

- c. No such acquaintances
- d. Not sure
- e. Prefer not to speak

9. Now we will ask you to imagine yourself in the following situation

You are shopping for a new TV at a hardware store and notice at the end of the corridor a mother with a boy/girl who is around 12 years old. The boy/girl seems slightly worried, and <his/her> mother continues to speak to <him/her> in a soothing tone. Suddenly, a demonstration of a vacuum cleaner begins near the mother and child, and <boy/girl> reacts to the noise by covering <his/her> ears, falling to the floor, squealing uncontrollably and rocking back and forth. The salesman rushes to the mother and child to ask what's wrong, which further upsets <boy/girl> and <he/she> starts hitting <himself>.

9.1 People may experience different thoughts and emotions when they find themselves in such a situation. If you were in this situation, how likely is it that you would feel...?

	Extremely likely	Very likely	More likely	Hardly	Not sure	I prefer not to talk
Frightened						
Confusion						
Curiosity						
Irritation						
Sympathy						
Astonishment						
Threat						

9.2 You are still thinking about the situation...How likely is it that you think...?

	Extremely likely	Very likely	More likely	Hardly	Not sure	I prefer not to talk
<boy girl=""> seems like an interesting child</boy>						
<boy girl=""> looks dangerous</boy>						
<boy girl=""> is upset and I would like to help</boy>						
 boy/girl> looks like most other boys [girls] this age						
boy/girl> is spoiled and his/her parent allows the child to get away with bad behavior						
I have no idea what to do						

9.3 You are still thinking about the situation...How likely is it that you think...?

	Extremely likely	Very likely	More likely	Hardly	Not sure	I prefer not to talk
Smile mother						
Comment on another customer's behavior						
Offer help to mother and/or child						
Leave the store quickly						
Focus on studying the assortment of televisions on display and pretend not to notice						
Invite mom to bring water						
Complain about the store staff						

9.4. Why do you think <boy/girl> behaved this way?

		0				- V
	Extremely likely	Very likely	More likely	Hardly	Not sure	I prefer not to talk
<he she=""> acted like most other <boys girls=""> of that age</boys></he>						
<he she=""> has anxiety disorder</he>						
<pre><he she=""> suffers from Attention Deficit Hyperactivity Disorder (ADHD)</he></pre>						
<he she=""> suffers from obsessive-compulsive disorder (OCD)</he>						
<he she=""> has a mental retardation</he>						
<he she=""> has schizophrenia</he>						
Not sure						
Prefer not to speak						

10. Imagine that a close friend's child is diagnosed with autism...Which of the following, if any, do you think BEST describes your initial reaction? If one of your close friend's children has already been diagnosed with autism, please think about what your initial reaction was when you were told about it.

	Yes	No	Not sure
Concern for the child's future			
Curious to know more			
Disinterest			
Pity for the child			
I would feel sorry for my friend			
Wouldn't know what to do			
Embarrassment			
Proud of my friend seeking a diagnosis			
Ask how I can help them			

11. If one of your colleagues has already been diagnosed with autism, please describe your initial reaction when you were told this

- a. Disbelief
- b. Anxiety
- c. Try to learn more about autism
- d. Ask them (i.e. a colleague) about autism
- e. Avoid them

f. I expect that I will receive autism training in my workplace.

- g. I'm proud of them
- h. Ask how I can help them
- i. Other (SPECIFY)
- j. None of the above
- k. Not sure
- l. I prefer not to talk

12. And, thinking about an autistic child, would you be concerned or not concerned if...

	Very concerned	Concerned	Indifference	Very indifferent	Unsure	Prefer not to say
A family with an autistic child moved into a neighboring house						
The autistic child was in a class with a child from your family						
A child from your family has become friends with an autistic child						
Your child's new best friend was autistic						

Thank you for participation!

References

- 1. American Psychiatric Association. Diagnostic and statistical manual of mental disorders 2013. 5th ed. https://doi-org.ezproxy.frederick. edu/10.1176/appi.books.9780890425596.
- Zeidan J, Fombonne E, Scorah J, Ibrahim A, Durkin MS, Saxena S, Yusuf A, Shih A, Elsabbagh M. Global prevalence of autism: A systematic review update. *Autism Res.* 2022; 15(5): 778-790. https://doi.org/10.1002/aur.2696.
- Loomes R, Hull L, Mandy WPL. What is the male-to-female ratio in autism spectrum disorder? A systematic review and meta-analysis. J Am Acad Child Adolesc Psychiatry. 2017; 56: 466-74. https://doi.org/10.1016/j.jaac.2017.03.013.
- 4. Hodges H, Fealko C, Soares N. Autism spectrum disorder: definition, epidemiology, causes, and clinical evaluation. *Transl Pediatr*. 2020; 9(1): 55-65. https://doi.org/10.21037/tp.2019.09.09.
- Mughal S, Faizy RM, Saadabadi A. Autism Spectrum Disorder. [Updated 2022 Jul 19]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2023 Jan. Available from: https://www.ncbi.nlm.nih.gov/books/NBK525976/.
- Alsehemi MA, Abousaadah MM, Sairafi RA, Jan MM. Public awareness of autism spectrum disorder. *Neurosciences (Riyadh)*. 2017; 22(3): 213-215. https://doi.org/10.17712/nsj.2017.3.20160525.
- Chansa-Kabali T, Nyoni J, Mwanza H. Awareness and Knowledge Associated with Autism Spectrum Disorders Among University Students in Zambia. J Autism Dev Disord. 2019; 49(9): 3571-3581. https://doi.org/10.1007/s10803-019-04044-7.
- Wei H, Li Y, Zhang Y, Luo J, Wang S, Dong Q, Tao Y, Gong L, Feng Y, Shi M, Cao Z, Liu Y, Chen L, Liu X, Dai Y, Qu L, Song Z, Chen J, Li T, Cheng Q. Awareness and knowledge of autism spectrum disorder in Western China: Promoting early identification and intervention. *Front Psychiatry*. 2022; 13: 970611. https://doi.org/10.3389/fpsyt.2022.970611.
- 9. Castillo A, Cohen SR, Miguel J, Warstadt MF. Short report: Perceptions of causes and common beliefs of autism spectrum disorder in the U.S. *Res. Autism Spectr. Disord.* 2020; 70. https://doi.org/10.1016/j.rasd.2019.101472.
- 10. Kosherbayeva L, Tolganbaeva K, Kurmanalina S, Kozhageldiyeva L. Psychological support for parents raising children with autism spectrum disorders. Nauka i Zdravookhranenie [Science & Healthcare]. 2023; 25(3): 214-222. https://doi.org/10.34689/SH.2023.25.3.028.
- 11. Lai WW, Goh TJ, Oei TP, Sung M. Coping and Well-Being in Parents of Children with Autism Spectrum Disorders (ASD). J Autism Dev Disord. 2015; 45(8): 2582-93. https://doi.org/10.1007/s10803-015-2430-9.
- 12. Keenan BM, Newman LK, Gray KM, Rinehart NJ. Parents of Children with ASD Experience More Psychological Distress, Parenting Stress, and Attachment-Related Anxiety. *J Autism Dev Disord*. 2016; 46(9): 2979-91. https://doi.org/10.1007/s10803-016-2836-z.
- Jones SC, Akram M, Gordon CS, Murphy N, Sharkie F. Autism in Australia: Community Knowledge and Autistic People's Experiences. J Autism Dev Disord. 2021; 51(10): 3677-3689. https://doi.org/10.1007/s10803-020-04819-3.
- 14. Brewer N, Zoanetti J, Young RL. The influence of media suggestions about links between criminality and autism spectrum disorder. *Autism.* 2017; 21: 117–121. https://doi.org/10.1177/1362361316632097.
- 15. King C, Murphy G. A Systematic Review of People with Autism Spectrum Disorder and the Criminal Justice System. *Journal of Autism and Developmental Disorders*. 2014; 44: 2717–2733. https://doi.org/10.1007/s10803-014-2046-5.
- 16. Anwar MS, Tahir M, Nusrat K, Khan MR. Knowledge, Awareness, and Perceptions Regarding Autism Among Parents in Karachi, Pakistan. *Cureus*. 2018; 10(9): e3299. https://doi.org/10.7759/cureus.3299.
- 17. Corden K, Brewer R, Cage E. A Systematic Review of Healthcare Professionals' Knowledge, Self-Efficacy and Attitudes Towards Working with Autistic People. *Rev J Autism Dev Disord*. 2022; 9: 386–399. https://doi.org/10.1007/s40489-021-00263-w.
- Carter M, Stephenson J, Clark T, Costley D, Martin J, Williams K, et al. Perspectives on regular and support class placement and factors that contribute to success of inclusion for children with ASD. *Journal of International Special Needs Education*. 2014; 17(2): 60–69. https://doi.org/10.9782/2159-4341-17.2.60.
- Skokut M, Robinson S., Openden D, et al. Promoting the Social and Cognitive Competence of Children with Autism: Interventions at School. Contemp School Psychol. 2008; 13: 93–108. https://doi.org/10.1007/BF03340945.
- Zwaigenbaum L, Bauman ML, Choueiri R, Fein D, Kasari C, Pierce K, Stone WL, Yirmiya N, Estes A, Hansen RL, McPartland JC, Natowicz MR, Buie T, Carter A, Davis PA, Granpeesheh D, Mailloux Z, Newschaffer C, Robins D, Smith Roley S, Wagner S, Wetherby A. Early Identification and Interventions for Autism Spectrum Disorder: Executive Summary. *Pediatrics*. 2015; 136(1): 1-9. https://doi. org/10.1542/peds.2014-3667B.
- Choueiri, R., Garrison, W.T. & Tokatli, V. Early Identification of Autism Spectrum Disorder (ASD): Strategies for Use in Local Communities. *Indian J Pediatr.* 2023; 90: 377–386. https://doi.org/10.1007/s12098-022-04172-6.