



THE UNIVERSITY
of ADELAIDE

Autistics' Guide to Adulthood

Module Effectiveness and Usability Evaluation



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Executive Summary

Background

Autism SA received an Information, Linkages and Capacity grant from the Department of Social Services to develop the *Autistics' Guide to Adulthood* online self-development learning modules. The ten module topics in the series are Communication, Education, Employment, Entertainment, Friendships, Living Independently, Mental Health, Physical Health, Romantic Relationships, and Self-Advocacy. All modules were co-designed with a National Advisory Group of autistic adults. An online format for the module delivery was chosen to allow the module series to be broadly available, including for those in rural and remote communities, and to enable users to undertake modules at a time of their choosing and in an environment that is supportive and conducive to individual learning preferences. The modules are free to access and can be completed at a pace that suits individual users.

Online learning methods have increased significantly over recent decades, with some suggesting that it is a learning mode that can improve equity for all learners, particularly autistic learners (e.g., Adams et al., 2019). For autistic learners, online learning advantages include the need for less social interaction, learners have greater environmental sensory control, more time to process information before responding, and the technology provides helpful concrete visual supports for those who prefer visual processing. Nonetheless, whilst advantages have been identified, online learning barriers for autistic learners are also reported. Some are similar to those experienced by autistic learners in face-to-face learning situations (e.g., difficulties with vague or insufficiently explained instructions; being distracted by ambiguous instructions, spelling errors, or other errors in materials; difficulties collaborating with other learners). Other specific online learning barriers include confusion using web pages that contain too much information, too many hyperlinks, or distracting elements (e.g., images included for aesthetic purposes only, interface colours).

In designing the online modules series, Autism SA considered the existing literature regarding the key principles that create conducive learning environments and experiences for autistic adults, in particular: 1) the principles associated with participatory development of learning resources, 2) the pedagogy underling best practice instructional design for learners with diverse needs and learning styles (i.e., universal design), and 3) web design features to enhance learning for autistic learners (Kirby et al., 2020). Furthermore, findings from an extensive online survey undertaken by Autism SA, which examined the life areas that autistic adults felt they needed help with and that also investigated the learning style and online platform preferences, informed the development of the online module series.

Evaluation Aim

The aims of this evaluation were to measure personal development outcomes considered in terms of module-related knowledge, satisfaction with abilities, and self-efficacy using pre- and post-module surveys (Outcome Evaluation) and to investigate user perspectives of the quality and usefulness of the modules and their experiences when engaging with the online platform used to deliver the modules using a post-module survey (User Evaluation).

Method

Eighty-four autistic adults participated in this evaluation by completing at least one module trial (range = 1 – 5 trials completed), with 62 participants trialling more than one module (Median = 3). Most participants identified as female (70.2%), were from South Australia (64%), and were aged between the 18-24 years and 45-54 years age brackets, although the age range of participants extended to the 75+ years age bracket. Eighty one percent of participants reported that they were living independently. The majority (74%) held post-school qualifications and

while 50% of participants were employed in some capacity, 26.2% of participants reported they were currently unemployed.

Each of the module topics was trialled by 22 participants except the Education module (n=21) and Physical Health module (n=23). There were no notable gender differences across the modules in terms of number of participants who completed each module and generally also for age, although modules that were more likely to be relevant for the younger participants (e.g., independently living, romantic relationships) were mostly completed by a younger cohort.

All surveys used in this evaluation were delivered and completed online via the Qualtrics platform and are available in the Appendices. All surveys were reviewed by the Autistics' Guide to Adulthood National Advisory Group before implementation. Surveys comprised both quantitative and qualitative questions and included:

1. A module selection survey designed by the researchers to provide an individualised plan of priority learning areas to guide the initial trial invitations. To establish this individualised plan, the survey asked participants to consider 1) their satisfaction with their current module-related knowledge and 2) their desire to improve their module-related knowledge. Subsequent Invitations to undertake modules involved topics that participants had rated as very important or important to complete.
2. Pre- and post-module surveys designed by the researchers and which utilised the same pre- and post-module template for each module. These surveys included measures of motivation to learn, knowledge associated with the module topic, satisfaction with abilities, self-efficacy (confidence), and the post-module application of learning (motivation to transfer learning) to evaluate outcomes. The post-module survey also included measures of module quality, usefulness, and suggestions for improvement. Participants completed their post-module evaluations without access to their pre-module evaluations.
3. A user evaluation survey largely based on established measures was completed after each module trial to understand the effectiveness of engagement with the modules and perspectives on the system, information, and interface quality of the online module platform.

Participants who trialled a module and completed the research surveys were provided with a \$100 gift card honorarium from Autism SA. Time to complete the modules ranged from 12 minutes to 7521 minutes (median = 123 minutes). There were some variations in the median completion times across the modules, with the Entertainment, Recreation and Leisure module having the lowest (median = 67 mins) while Communication had the highest (median = 219 mins).

Key Findings

Findings associated with the evaluation were considered in terms of 1) personal development outcomes associated with completing the module trials (i.e., outcome evaluation findings) and 2) user evaluations of the module content and the web based online learning system (i.e., user evaluation findings).

1. Outcome Evaluation Findings

The outcome evaluation considered participant views of their module-related knowledge, satisfaction with abilities, and self-efficacy before and after completing the module. Pre- and post-module changes were evaluated at three levels: 1) for the module series as a whole (with responses from all modules combined); 2) for the individual module topics (combining the responses of the individual knowledge, satisfaction, or self-efficacy skill-based sub-questions where these were used); and 3) for the 18 individual skill-based sub-questions. Key findings were as follows:

- * Significant mean improvements were present from the pre- to post-module surveys for the module-related knowledge questions¹ when all module responses were combined, when the ten modules were considered separately, and for 17 of the 18 individual skill-based knowledge questions. The skill-based knowledge question that did not demonstrate a significant mean improvement was a Self-Advocacy question (i.e., “I know the steps to make decisions for myself”); nonetheless, 73% of participants who trialled this module still reported that they felt they had improved their knowledge associated with their decision-making skills. The evaluation findings suggest that most participants felt they improved their module-related knowledge after completing their trial. Combining all ten module responses about the extent that completing the module improved module-related knowledge, 12.4% rated their knowledge improved very much, 26.3% responded quite a bit, 42% responded there was some improvement, 14.2% reported very little improvement, and only 5.1% said not at all.
- * Significant mean improvements were present from pre- to post-module surveys for the satisfaction with module-related abilities questions² when all module responses were combined, when the ten modules were considered separately, and for all 18 of the individual skill-based satisfaction with abilities questions. These findings suggests that most participants felt they were more satisfied with the module-related abilities after completing the module. In post-module surveys, 53.7% of participants reported they were “satisfied” or “very satisfied” with their abilities associated with the module topic compared to 27.5% on pre-module surveys.
- * Significant mean improvements were present from pre- to post-module surveys for the module-related self-efficacy (confidence) questions³ when all module responses were combined, when the ten modules were considered separately, and for all 18 of the individual skill-based self-efficacy questions. This suggests that most participants felt they were more confident with their module-related abilities after completing their module. In post-module surveys, 74.6% of participants reported they agreed or strongly agreed that they were confident in their module-related knowledge compared to 30.1% on pre-module surveys.
- * Participant motivation to trial the modules was very high on pre-module surveys, with 96.5% of participants indicating they agreed or strongly agreed that they were motivated to complete their chosen module. Reasons included to gain personal benefits (e.g., to learn new skills, improve wellbeing) and to contribute to the wellbeing of others in the autistic community (e.g., to gain knowledge to share with others, to provide useful feedback on these newly developed modules). Similarly, in post-module surveys participants indicated they were keen to use the suggestions learned in the modules, with 76.8% of participants responding that they agreed or strongly agreed that they were motivated to make use of the module suggestions. Over a third of participants reported on post-module surveys that there had been opportunities to implement suggestions from their module, with the majority reporting they had been successful to some degree, including 48.8% who said they had been very or extremely successful.

Overall, the outcome evaluation findings from the pre- and post-module surveys suggest that the Autistics’ Guide to Adulthood module series contributed to improved outcomes for most participants who undertook the module trials. Importantly, participants who trialled the modules and who reported benefitting from them represented a diverse group, in terms of various demographic characteristics other than gender, and their personal strengths and learning goals associated with each of the module topics. This suggests that the modules will have wide applicability and usefulness for autistic adults seeking to undertake these online self-development modules. Understandably, not all trial participants reported positive outcomes; this finding highlights the difficulty of developing a one-size-fits-all module and this was evident in qualitative feedback from the smaller number of

¹ Measured using the question “I know the steps to [insert module skills]”

² Measured using the question “How satisfied are you with your ability to [insert module skills]?”

³ Measured using the question “I am confident I know how to [insert module skills]”

participants who did not report improved knowledge, satisfaction with abilities, or self-efficacy. Reasons provided by these participants often included that they felt they already possessed the knowledge provided in the module and/or the module did not address their needs. Nonetheless, while there were small numbers of participants who did not feel they benefitted from completing the module, 85% of trial participants indicated on post module surveys that they wanted to continue to engage with further modules, an indicator that they anticipated the modules would continue to be helpful to them.

2. User Evaluation Findings

The user evaluation of the Autistics' Guide to Adulthood modules involved an evaluation of the quality and usefulness of the modules and of the usability of the platform used to deliver the online learning modules (i.e., considered in terms of the system, information, and interface quality of the module platform).

2.1 Module Content Evaluation

Participants were asked to rate and comment on the quality and usefulness of the individual modules in post-module surveys. When all module ratings were combined, it was apparent that the content of the modules was considered to be of a very high quality. Module content quality was rated by participants as excellent = 36.4%, good = 31.4%, ok as is = 11.8%, needs some improvement = 16.4% and needs considerable improvement = 4.1%. The Romantic Relationships module had the lowest quality mean ($M=3.18$), with this mean falling between the "ok as is" and "good" categories, and the Education, Entertainment, and Mental Health modules all had equally high mean values ($M=4.14$), which fell between the "good" and "excellent" categories. In the module quality feedback participants described the modules as clearly presented, informative, accessible, easy to understand, comprehensive, engaging, and well researched. Many commented positively on the interactive content, the videos, and the autistic perspectives provided in the modules.

Feedback from participants ranged from brief to extensive, with some trial participants providing feedback that reflected substantial effort and commitment to ensuring the modules were accurate and operating effectively. It is important to note that the participants who provided the extensive feedback frequently did so in the context of considering the quality of the modules to be good but also wanting to correct their quality concerns (e.g., *"Please note, although I'm listing a number of suggested improvements, I still think this is a fantastic initiative."*). This detailed feedback was provided in full to the Autistics' Guide to Adulthood team in a de-identified format to enable corrections to be made and suggestions to be reviewed.

Twenty percent of participants indicated that the modules needed some degree of quality improvement. Most feedback involved typographical errors, broken hyperlinks to resources, and issues with completing module exercises. There was feedback related to module information that participants felt required clarification, updating, and/or considered contentious (e.g., they questioned the standing of the cited reference sources). A small number felt the modules should include information on Milton's (2012) theory of the 'double empathy problem' and expressed the concern that the modules aimed to teach users to mask autistic characteristics and to behave neurotypically (e.g., *"... it's the same old message ('act neurotypical') packaged in friendly, though still condescending, language."*) and suggested that the modules should provide relevant resources and strategies in line with this theory; one participant also suggested developing a "mirror module" for neurotypical people to understand autistic perspectives. Nonetheless, feedback from several participants suggested that the module had, at any rate, successfully improved their understanding of neurotypical rules (e.g., *"This module broke down some of the expectations and rules that it seems others are able to understand naturally. Mostly it was helpful to know what is coming natural to others and what it is I'm missing."*).

The usefulness of the modules was rated very highly by participants in post-module surveys, with usefulness rated as excellent = 39.1%, good = 33.2%, ok as is = 11.8%, needs some improvement = 15.9% and needs considerable improvement = 0%. Comparing the usefulness means, the Romantic Relationships module had the lowest mean ($M=3.59$), with this mean falling just below the "good" category, and the Education module had the highest mean

(M=4.23), which fell between the “good” and “excellent” categories. Participant feedback about module usefulness included: that the modules covered key areas to aid performance related to the module topic; the module content provided useful advice, links to resources, strategies, and downloadable materials; and most felt they were relevant to the needs of autistic adults. Participants who rated the usefulness of the modules as requiring improvement provided feedback that they felt the module information assumed performance problems resulted from inadequate knowledge when other barriers were often present (e.g., motivation, sensory issues, behaviour of others); the information was “basic” and they sought more advanced information or examples (e.g., in a more advanced module); and/or they felt the information was generic and not “autism-specific”. Yet while this was reported by a small number of participants, there were numerous others who reported that the autism-specific content added to the usefulness of the modules (e.g., *“The Autism-specific content provided in the Communication module, ESPECIALLY the personal examples and quotes from other Autistic people, was relevant and validating to me. This made the content more meaningful and easier to connect the learnings to myself in the real world.”*)

Whilst most participants rated the quality and usefulness of the modules very favourably, participants also provided a large number of suggestions when asked whether there were any ways that the modules could be improved. Some suggestions related to content specific to individual module topics (e.g., greater focus on communication that is not face-to-face, more information about specific mental health conditions, leisure resources for people in remote or rural locations). At times some suggestions involved adding content in a module that would be covered in other modules (e.g., a request to include more on communication in the Friendships and Romantic Relationships modules). In addition to the module-specific suggestions, there were suggestions that arose across several module topics. One involved including even more autistic lived experience perspectives, videos and examples of solutions or strategies; this feedback highlights the value of this content for module users. Other recurrent suggestions included: the development of multiple versions of the module topics (e.g., to target more specialised or more advanced module skills and/or modules designed for users with different ability levels; development of “easy English” versions of modules); improvements to the modules to enhance accessibility (e.g., auditory versions of the modules, improvements to formatting to facilitate use of screen reading technology, more downloadable materials, more use of visuals); and a means by which module users could engage and network with each other to support their learning experiences (e.g., discussion boards, social network groups). Whilst useful and worthwhile ideas, there are resource implications associated with these suggestions (e.g., costs to develop and host further modules, costs to make a moderator available to oversee discussion boards, social media groups etc).

2.2 Website Usability Evaluation

Post-module surveys included questions regarding the usability of the online learning platform used to deliver the modules. Included in the survey was an established computer program usability scale called the Post-Study System Usability Questionnaire (PSSUQ; Lewis, 2002). The PSSUQ has norms available and provides three measures of platform quality addressing the quality of the system used to present the modules, the quality of the module platform information, and the quality of the interface used to present the modules. Overall, very high levels of satisfaction with the platform quality were reported by the trial participants, with all mean values for the Autistics’ Guide to Adulthood platform significantly better than the PSSUQ norms. Regarding the individual quality scales, the following findings were obtained:

- * The evaluation of the system quality considered aspects of the system that can impact usability and either facilitate or hinder learning (e.g., ease and comfort of use, accessibility features, platform functional performance). Ratings on the PSSUQ items and qualitative feedback supported the very high system quality of the module platform. Participant feedback included that the module platform was easy to navigate, simple to use, and was consistently presented. Many commented favourably on the accessibility options available for engaging with and completing module components. Most often participants reported that the system functioned appropriately (e.g., fast load times, stayed logged in). When

improvement suggestions were made, these largely involved adding further accessibility options (e.g., text reader functions) to the module platform.

- * The evaluation of the information quality aimed to understand the extent to which the information provided on the platform enabled users to effectively undertake and learn from the modules (e.g., the adequacy of instructions for using the modules or completing exercises, the amount of information per screen, opportunities to practice skills and receive performance feedback). Participant ratings and feedback showed there was a very high level of satisfaction with the information quality of the module platform. In general, participants reported that the content was logically and clearly presented, the amount of information per screen was appropriate, and the information and instructions provided for completing the module were easy to understand. Opportunities to practice skills were valued and, for the most part, functioned well. Improvement suggestions often related to individual preferences (e.g., less information presented on screens, use of different exercise modalities), the provision of performance feedback (although it was recognised as difficult to achieve in an online learning situation such as this), and also included requests for clarification regarding the confidentiality of responses uploaded to the module platform. The cyber-security of information provided by participants when completing a module is an important issue for ensuring participant engagement in learning.
- * The evaluation of the interface quality considered aspects of the interface presentation that influence user engagement (e.g., features of the presentation such as colours, fonts, the quality of audio and visual materials; the functionality and usefulness of hyperlinks; the presence of on-screen distractions). The quality of the module interface was considered to be very high and positive feedback was provided by trial participants, including from participants who identified themselves as web-developers. Trial participants acknowledged the attention that had been paid to the interface design and the majority commented that this positively influenced their capacity to engage with the modules (e.g., colour used, fonts, ability to customise for sensory preferences, simple and uncluttered presentation of content, helpful hyperlinks to additional material, the high quality of videos and audio materials). Some participants identified issues with completing the module on a phone, although comparison of quality ratings according to the device type used to complete the module showed no significant differences in participant evaluations and not all participants who used a phone reported difficulties. Improvement suggestions were minimal and largely included fixing broken hyperlinks and correcting typographical errors.

Overall, trial participants viewed the module platform quality extremely favourably; while this was the case, the qualitative feedback did highlight the challenge faced by the developers in constructing a universally accepted platform that suits the needs and preferences of all potential users. For example, the green colour used for the module interface was most often well received but there were a small number of participants who commented that they did not like the colour. Similarly, most participants felt that the amount of information presented on each screen was good and not overwhelming; however, a small number indicated they would prefer less text. Nonetheless, despite this there was acknowledgment from trial participants of the value of the module series and of the time and effort that had been invested to ensure the module platform was fit for purpose.

Validating the high level of satisfaction with the module series was the number of participants who indicated that they would recommend the modules to others, with 91% indicating they would recommend the modules to others (e.g., *“Really useful information and easily accessible. I will be forwarding the site onto friends, family and my psychologist”*). Reasons for recommending the modules included the quality of the module information, the potential usefulness to others, and that the modules filled a self-development gap for autistic adults. In addition, participant reasons referred to the quality of the module platform (e.g., accessibility of information and response options, clearly and pleasantly presented, easy to use and navigate, not distracting and free of errors, useful

hyperlinks to helpful resources, content logically presented, no information overload and completed at own pace, well researched and evidence-based content, mobile device friendly, high quality, and customisable interface).

Summary and Recommendations

The Autistics' Guide to Adulthood online learning module series were created to provide an innovative means for autistic adults to access self-development resources and the findings of this evaluation showed that each of the modules were relevant to the needs of autistic adults and contributed to improvements in module-related knowledge, satisfaction with abilities, and self-efficacy for most trial participants. Contributing to these outcomes were the high quality and usefulness of the module content and the platform used to deliver the modules. Participant feedback demonstrated that the modules met the best practice criteria identified by Goode (2003) for high quality, effective and usable online learning modules. The commitment by the Autistics' Guide to Adulthood team to addressing the three key guiding design principles for creating conducive online learning environments and experiences for autistic adults were evident in the feedback provided and were crucial to achieving these best practice standards.

The value of the participatory design process was clearly evident in participant feedback. The benefits associated with this approach were many but particularly included the development of an effective and engaging interface design, high quality and relevant module content, and highly valued autistic perspectives and lived experiences. Attention by the development team to the web design features that ensured there was a user interface that optimised user engagement, interaction, and learning was also apparent in the evaluation findings. Similarly, developer attention to the principles and strategies of universal design for learning were also readily apparent in participant feedback, with the modalities and strategies used viewed favourably by participants. Furthermore, feedback from participants showed that the developers had focussed on reducing the online barriers to learning reported in the literature (e.g., by ensuring the screens did not contain too much information, too many hyperlinks, or distracting elements).

The Autistics' Guide to Adulthood modules were trialled by a committed group of participants who engaged enthusiastically with the study, many of whom were very generous with their feedback. The value of the modules to participants was reflected in the feedback received and also requests for more such modules to be developed, for example, modules addressing more advanced or specialised skills associated with the existing topics, for plain English versions of the existing modules, for other modules to be developed to address other topics (e.g., engaging with the law/legal system). While most participants found the modules were useful, there were participants who did not feel that the module met their needs. This is as might be expected and demonstrates the difficulty associated with developing a universal module that met the needs and preferences of all potential users. Nonetheless, often the feedback from participants who felt they already had the knowledge provided in the modules was that completing the module served as a valuable refresher and/or may have been of value to them at a different stage in their life. There were very few participants who had no positive feedback about the modules and, while there may be other module users who view the modules similarly in the future, the advantage with the modules is that there is no cost associated with withdrawing.

Overall, the evaluation findings supported the usefulness and effectiveness of each of the Autistics' Guide to Adulthood modules; nevertheless, there were some recommendations that arose during the evaluation for the Autistics' Guide to Adulthood team to consider.

- * Whilst the available accessibility options were considered valuable, there were several requests for text to speech functions and/or improvements to punctuation in the existing texts to improve the functioning of screen reading technologies.
- * Although participants acknowledged that providing feedback or support was difficult in the online learning environment used for the Autistics 'Guide for Adulthood module series, there were still a number of suggestions relating to online support practices (e.g., discussion boards for module users to

communicate and support each other with completing the module, social network groups etc). Alternative possibilities for providing users with support should be considered (e.g., expanding the frequently asked questions section).

- * There was a concern raised regarding the confidentiality and storage of any data provided by users and uploaded to the modules (e.g., written or video responses or reflections uploaded when completing exercises). Whilst the platform does include a Privacy Policy, it is important that the security of the system and confidentiality of all material uploaded to the platform is assured and explicitly documented.
- * This evaluation only utilised pre- and post-module measures and did not include any longer-term follow-up to consider the ongoing benefits of completing the modules. Consequently, it is not possible to draw any conclusions about the maintenance of module-related knowledge, satisfaction with abilities, or self-efficacy. Whilst users will be able to revisit these free modules as often as they wish to refresh their knowledge, future research could also address this issue of longer-term maintenance. There is a need for future research to address the issue of longer-term maintenance of positive outcomes related to significant and lasting quality of life improvements for participants with autism. There is also a need to consider the costs involved in maintaining and updating learning systems of this kind.

1. Background

Autism SA received an Information, Linkages and Capacity grant from the Department of Social Services to undertake the *Autistics' Guide to Adulthood* modules project. This project involved the development of a digital library of online self-development learning modules relating to autism and the enhancement of general health, wellbeing, and community participation. All modules were co-designed with a National Advisory Group of autistic adults. The use of an online format for the module delivery was chosen to make the module series broadly available, including for those in rural and remote communities, and to enable users to undertake modules relevant to their individual needs, at a time of each individual's choosing, and in an environment that is supportive and conducive to individual learning preferences. The modules are free to access, and users can complete as many of the modules as they want and at a pace that suits individual users.

The use of online methods for learning has increased significantly over recent decades and it has been suggested that it is a mode of delivery that can improve equity of the learning experience for all learners, particularly autistic learners (Adams et al., 2019). Advantages of online learning reported for autistic individuals include the need for less social interaction when engaging with online platforms and enabling learners to have greater environmental sensory control. Additionally, using technology for learning enables users the time to process information before responding and the technology can provide helpful concrete visual supports for those who prefer visual processing. Benefits such as increased concentration and motivation, due to the appeal of computers to the preferences and skills of people with autism have also been reported, as have social validity benefits as technology is now widely used for educational and social purposes (e.g., see Hedges et al., 2018).

Nonetheless, whilst many advantages have been identified, barriers associated with using technology for learning for autistic learners have also been reported. Some are like those experienced by autistic learners in face-to-face learning situations (e.g., difficulties with vague or insufficiently explained instructions; being distracted by ambiguous instructions, spelling errors, or other errors/mistakes in materials; difficulties collaborating with other learners). Other barriers specific to online learning environments include distracting elements (e.g., images included for aesthetic purposes only) or use of particular colours, and confusion using web pages that contain too much information. Meyers and Bagnall (2015) described an important online learning barrier for autistic learners, which they have termed as disorientation. They identified three types of disorientation:

1. Navigational disorientation (e.g., disorientation due to the presence of multiple links and not knowing which links are important or necessary to follow; links that lead to pages containing multiple other links causing further disorientation);
2. Contextual disorientation (e.g., disorientation associated with being uncertain about the validity or credibility of links visited and with not being able to put the resources from the links into the context of the learning); and
3. Procedural disorientation (e.g., disorientation associated with being unclear about the method for undertaking the learning or whether tasks are being completed correctly; confusion about which learning activities are compulsory to undertake or in what order).

While the online disorientation reported by Meyers and Bagnall has also been identified for others without autism, they considered that the experience of disorientation is exacerbated for autistic learners due to deficits in ability to respond to multiple options in learning environments. The types of barriers identified by the online learners with autism were considered to contribute to them spending more time than was needed on their course and, for some, led to them discontinuing the online course.

In designing the online modules series, Autism SA commissioned a review of the existing literature by Kirby et al. (2020) regarding the underlying principles that create conducive learning environments and experiences for autistic adults. Recommendations associated with developing effective online learning environments were grouped into three key types of principles requiring consideration for the development and implementation of the module series:

1. **Development Principles:** A widespread recommendation in the literature reviewed by Kirby et al. (2020) regarding development approaches for technology-assisted interventions for individuals with autism involved the use of Participatory Design (PD) procedures. PD approaches aim to involve representative users in both the design and evaluation of technological innovations, thereby ensuring inclusivity, accessibility, and usability for end-users and a greater likelihood of the technology being successful. (Francis et al., 2009; Robb et al., 2019). Traditional human-centred design approaches generally involve users as informants or evaluators of the final product, whereas PD involves users as design partners and testers of prototypes; this is the approach used by Autism SA for the development and evaluation of the Autistics' Guide to Adulthood module series. Autism SA engaged an advisory group of autistic adults to co-design the module series and to advise on the evaluation methods and materials that were used to evaluate the usability and effectiveness of the modules. In addition, the evaluation reported here involved autistic adults who were representative of the targeted end-users for the module series.
2. **Pedagogical Principles:** The literature reviewed by Kirby et al. (2020) reported a strong consensus regarding the pedagogical principles that should be embedded within technology-assisted interventions for individuals with autism. The recommended approach, Universal Design for Learning (UDL), is an evidence-based instructional framework that endeavours to make the design of learning environments, curriculum, and teaching methods usable for all learners. Underlying this recommendation is the assumption that learning is more effective when learners are engaged and interacting with content and that engagement requires learner needs and learning styles to be accommodated. UDL frameworks encourage the provision of *multiple means of engagement* to help learners understand 'why' they are learning, *multiple means of representing information* so learners can utilise the mode of learning that suits and engages them best to understand 'what' they are learning, and *multiple means of action or expression* to enable learners to demonstrate 'how' they have learnt. The goal of UDL approaches is to ensure there are a variety of teaching methods available to remove any learning barriers and promote engagement in learning environments, including online learning environments. UDL methods have been embedded in the Autistics' Guide to Adulthood modules to enhance user engagement and thus learning.
3. **Web Design Principles:** Recommendations to improve accessibility for users with autism when designing technology-assisted interventions include and extend on the recommendations from the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG). These guidelines comprise four principles as a foundation for ensuring universal web access and content. These principles state that anyone using the web must have content that is:
 - * *Perceivable* (i.e., the user interface and information provided must be able to be presented to users in a manner that they are able to perceive);
 - * *Operable* (i.e., users must be able to operate and navigate the user interface);
 - * *Understandable* (i.e., users must be able to understand the operation of the user interface and the information contained within the web page); and

- * *Robust* (i.e., the content must be accessible to be readily interpreted using a variety of existing and emerging user agents and assistive technologies).

While the WCAG principles aim to ensure accessibility to all users, conforming with the WCAG success criteria does not ensure that content is accessible to individuals with all types, degrees, or combinations of disabilities, and particularly for those with cognitive, language, and learning disabilities (including those with autism) (World Wide Web Consortium, 2018).

An examination of the key factors underlying the development of quality online learning modules for university programs supported the importance of addressing these three principles (Goode, 2003). Although not specifically addressing online learning for autistic adults, Goode's study noted that in order for online learning modules to be of a high quality and effective, developers need to: 1) consider how users learn best, 2) provide interactive and engaging content on a usable platform, and 3) utilise a team approach to develop the modules whereby team members are able to contribute their particular specialist expertise. Goode (2003) provided the following best practice recommendations:

- * **Best practice recommendations for a quality module:** including accurate content that comprises a full demonstration of the concept and opportunities to practice the concept with feedback provided; clear and concise directions for completing the module; teaching that follows a logical order and which is engaging; content that is clearly written, easy to read and well presented (e.g., no spelling errors, suitable graphics); and suitable audio and video content.
- * **Best practice recommendations for an effective module:** clear and concise learning objectives; prerequisite knowledge specified and module content builds on this knowledge; an orderly step-by-step progression of instruction; interactive activities or tasks that reinforce learning; and designed for a specific target audience.
- * **Best practice usability recommendations:** including an interface that is appealing (in terms of colour, font, amount of information) and easy to navigate (with consistently presented navigation options); adequate load time; functional hyperlinks and buttons; operates effectively on multiple device types and in multiple browsers; and where all software, plug-ins and platforms are specified.

Prior to developing the module series Autism SA undertook an extensive online survey to guide the development of the modules (Autism SA, 2021). This survey obtained feedback from 423 respondents⁴ who were either autistic adults aged 18 years or older (85.8%) or were respondents completing the survey on behalf of someone on the autism spectrum/autistic (14.2%). The survey examined respondent preferences regarding website elements and visual presentation (e.g., use of images, navigation and menu options, types and format of links, colours, fonts, pop-ups, accessibility controls, help options) to extend on the WCAG criteria. The survey also asked about online learning preferences (e.g., availability of and types of videos, access to downloadable materials, the presentation of written content in paragraphs or dot points, use of flow charts or step-by-step guides, material presented using audio formats, use of learning activities, availability of handbooks for recording responses). Finally, the survey asked respondents to indicate whether they needed support across various life areas and what types of support was required. Responses to these questions were used to identify the ten module topics and the associated content for the modules. The resultant modules in the Autistics' Guide to Adulthood series address

⁴ 176 respondents completed the full survey and 247 respondents partially completed the survey.

areas relating to autism and the enhancement of general health, wellbeing, and community participation. The ten module topics are:

1. **Communication:** This module aims to help learners to communicate their needs across a range of environments and situations to achieve a desired outcome and develop skills to effectively understand language and what others may be trying to communicate, and to use language to develop connections and an array of relationships (e.g., friendships, at work).
2. **Education:** This module provides a guide to identify what further education is, the types of further education adults can undertake and the process of applying for, enrolling in, and undertaking further education.
3. **Employment:** This module aims to increase knowledge and skills to help learners to find and keep a job.
4. **Entertainment, Recreation & Leisure:** This module aims to help learners identify the types of recreational, leisure and/or entertainment activities that they may enjoy and how to start to engage in them.
5. **Friendships:** This module aims to help learners discover the world of friendships – how to make them, keep them, and nurture them.
6. **Living Independently:** This module aims to provide resources, advice and guidance for learners who are or would like to live independently (e.g., to identify different living arrangements and develop skills and get support to achieve desired living arrangements).
7. **Mental Health:** This module aims to help learners identify, improve, manage, and talk about their mental health.
8. **Physical Health:** This module aims to help learners discover why physical health practices are important to wellbeing and to identify activities that they may enjoy.
9. **Romantic Relationships:** This module provides a guide to identify what a romantic relationship is, how to develop the skills to find an intimate partner, engage in a romantic relationship, and maintain romantic relationships.
10. **Self-Advocacy:** This module aims to develop skills to effectively communicate needs to others, including peers, colleagues, and managers, and to be able to effectively self-advocate.

2. Research Aims

Broadly, the aim of this research was to evaluate the ten co-designed online modules developed for the Autistics' Guide to Adulthood series in terms of their usability and effectiveness. In particular, the evaluation aimed to understand the extent to which the modules effectively engaged users by considering their learning needs and styles and contributed to learning and personal development outcomes. Specifically, the research aims included:

1. Use of pre- and post-module surveys to measure personal development outcomes considered in terms of knowledge, satisfaction and self-efficacy related to the module topics (Outcome Evaluation); and
2. Use of post-module surveys to investigate user perspectives of the quality and usefulness of the modules and their experiences and engagement with the module online platform (User Evaluation).

3. Research Method

Participants: Participants involved in the trial of the online module series were recruited by Autism SA via various methods (e.g., Autism SA Facebook and flyers available at Autism SA facilities). All participants confirmed when registering for the study that they were autistic adults/on the autism spectrum and living in Australia. One hundred and forty autistic adults registered to participate in the study and 108 (77%) subsequently responded to the initial invitation to trial a module. Of these 108 participants, 84 (78%) completed at least one module trial and 24 participants disengaged or withdrew from the evaluation before completing their first module trial. After completing their first module, participants were invited to complete another module for the evaluation. Of the 84 participants who completed their initial module trial, 22 participants (26%) completed only the one module trial, 16 participants (19%) completed two module trials, 25 participants (30%) completed three module trials, 14 participants (17%) completed four module trials, and seven participants (8%) completed five module trials. The study was open to participants across Australia although most participants indicated they were from South Australia (54, 64%), with small numbers from other states or territories (Tas =20, Vic =5, Qld = 3, WA = 1, ACT = 1). All participants who completed a module indicated that they communicated using spoken language except one who responded “prefer not to say”.

Other participant demographic characteristics for participants who completed a module are shown in Table 1. As can be seen, the majority of participants indicated they were aged between the 18-24 years and 45-54 years age brackets and most were female (70.2%). All but one participant indicated that they identified as autistic/person on the autistic spectrum and a

Table 1 Demographic characteristics of participants (N= 84)

Demographic Characteristics		Number	%
Age:	18-24	16	19.0%
	25-34	27	32.1%
	35-44	19	22.6%
	45-54	18	21.4%
	55-64	3	3.6%
	65-74	0	0
	75+	1	1.2%
Gender:	Female	59	70.2%
	Male	16	19.0%
	Other gender identity	9	10.7%
Identify as:	Autistic	83	98.8%
	CALD	5	6.0%
	ATSI	0	0
	LGBTIQ+	31	36.9%
	Person with disability	55	65.5%
Live independently		68	81.0 %
Highest level of education achieved/currently undertaking			
Postgraduate/Masters degree		11	13.1%
Bachelor/Honours degree		28	33.0%
Diploma		11	13.1%
Certificate		12	14.3%
Year 12 or equivalent		8	9.5%
Less than Year 12		6	7.1%
Education level not specified		8	9.5%
Employment status:			
Full time		11	13.1%
Part-time		14	16.7%
Casual		11	13.1%
Self-employed		6	7.1%
Studying		6	7.1%
Volunteering		1	1.2%
Parent/carer role		4	4.8%
Retired		1	1.2%
Other (e.g., on pension)		3	3.6%
Unemployed		22	26.2%

Note: CALD Culturally and Linguistically Diverse; ATSI Aboriginal &/or Torres Strait Islander; LGBTIQ+ Lesbian, Gay, Bisexual, Transgender, Intersex or Queer

majority (65.5%) indicated that they identified as a person with disability. Participants who provided details regarding their disability most commonly reported that they considered autism to be their disability. In addition to autism, the most commonly reported co-existing conditions included neurodivergent disorders (e.g., ADHD, auditory processing disorder, sensory processing disorder, dyslexia, dyscalculia, Tourette's, Obsessive compulsive disorder, dyspraxia, intellectual disability), medical conditions (e.g., epilepsy, asthma, physical conditions, diabetes) and mental health conditions (e.g., depression, anxiety, personality disorder, post-traumatic stress disorder, bi-polar disorder). Thirty-six percent of participants indicated that they identified as Lesbian, Gay, Bisexual, Transgender, Intersex or Queer (LGBTIQ+). Representation of participants from a culturally and linguistically diverse background was low (6%) and no participants identified as being Aboriginal &/or Torres Strait Islander. Eighty one percent of participants reported that they were living independently. The majority (74%) held post-school qualifications and while 50% of participants were employed in some capacity, 26.2% of participants reported they were currently unemployed.

The target number of participants for each module was 22 and this was achieved for all modules except the Education module, which was completed by 21 participants, with the remaining trial opportunity provided to a participant to complete the Physical Health module (completed by 23 participants). Table 2 shows the age and gender demographic characteristics of participants who completed each of the modules. There were no notable gender differences across the modules and generally also for age, although modules that were more likely to be relevant for the younger participants (e.g., independently living, romantic relationships) were mostly completed by a younger cohort.

Table 2 Age and gender identity of the participants who completed each module.

Demographic Characteristics		Communication (n=22)	Education (n=21)	Employment (n=22)	Entertainment (n=22)	Friendships (n=22)	Living Independently (n=22)	Mental Health (n=22)	Physical Health (n=23)	Romantic Relationships (n=22)	Self-Advocacy (n=22)
Age	18-24	7	6	6	2	5	11	3	2	4	4
	25-34	7	4	7	8	6	8	6	10	11	3
	35-44	4	6	4	7	6	1	6	3	5	8
	45-54	2	3	4	3	4	-	7	6	2	5
	55-64	1	2	1	2	-	2	-	2	-	1
	65-74	-	-	-	-	-	-	-	-	-	-
	75+	1	-	-	-	1	-	-	-	-	1
Gender	Female	15	13	16	16	15	14	14	18	13	15
	Male	5	5	3	5	5	3	5	3	6	5
	Other gender identity	2	3	3	1	2	5	3	2	3	23

Method: All surveys used in the evaluation were delivered and completed online via the Qualtrics platform.

Measures used included:

1. **Module Selection Survey** (see Appendix 1)

This survey was developed by the researchers and was reviewed by the Autistics' Guide to Adulthood project's National Advisory Group. The survey comprises demographic items and 20 rating items (i.e., one satisfaction question and one importance for improvement question associated with each of the 10 modules). This survey was used to identify the priority order for offering invitations to participants for modules to complete to ensure participants were offered modules that were relevant to their needs and motivation. The process for establishing module priority involved consideration of both motivation (i.e., based on importance ratings) and need (i.e., based on satisfaction ratings) by using a weighting of responses provided to the importance and level of satisfaction with skills (i.e., satisfaction rating x importance rating) item responses (see Appendix 1).

2. **Pre- and Post- Module Self-Evaluation Surveys** (see Appendix 2)

The self-evaluation surveys comprised 6 items (Pre-Module Self-Evaluation Survey) and 9 items (Post-Module Self-Evaluation Survey). All items in the Pre- and Post-Module Self-Evaluation Surveys were developed by the researchers in conjunction with the National Advisory Group and comprised both quantitative and qualitative questions. The content areas in the pre- and post-module surveys were motivation to learn (interest in module topic); knowledge and satisfaction with abilities associated with module topic; self-efficacy (confidence) related to the module topic; motivation to apply learning and opportunities to use knowledge learnt from the module; and questions evaluating the module (i.e., quality, usefulness, and suggestions for improvement).

The pre- and post-module surveys for each module utilised the same pre- and post-module template with skills related to each module inserted where indicated. For example, the self-efficacy question for the communication module is: *"I am confident I know how to communicate effectively with people I know"* and for the Physical Health module the question is: *"I am confident I know how to maintain or improve my current physical health and wellbeing"*. For all modules except the Mental and Physical Health modules, participant assessments of their knowledge, satisfaction and self-efficacy in the pre- and post-module surveys involved two questions where the module skills were subdivided to allow for more accurate responding. For example, the skill-based satisfaction questions for the Communication module asked participants to rate *"How satisfied are you with your ability to communicate with people you know (e.g., family and friends)?"* and *"How satisfied are you with your ability to communicate with new people you meet in your day-to-day life (e.g., acquaintances or strangers)?"* In general, the pre-and post-module questions utilised a five-point rating scale for responding (see Appendix 2 for the rating scales used for each question type). Participants completed their post-module evaluations without access to their pre-module evaluations.

The pre-module self-evaluation survey template was as follows:

1. I know the steps to *[insert module skills]*.
2. How satisfied are you with your ability to *[insert module skills]*?
3. Please comment on what you think are your strengths with regard to *[insert module area]*.
4. Please comment on what you most want to learn about with regard to *[insert module area]*.
5. I am confident I know how to *[insert module skills]*. Please comment on your rating.
6. I am motivated to complete this module on *[insert module area]*. Please comment on your motivation for doing this module.

The post-module self-evaluation survey template was as follows:

1. I know the steps to [*insert module skills*].
 2. How satisfied are you with your ability to [*insert module skills*]?
 3. Is there anything you plan to do differently in your life as a result of doing this module?
 4. Using a scale of 1-5, has this module improved your knowledge about how to [*insert module skills*]. Please comment on your rating.
 5. I am confident I know how to [*insert module skills*]. Please comment on your rating. If your confidence about [*insert module area*] has changed since doing this module, please give some examples of how it has changed.
 6. Have you had an opportunity to make use of any of the suggestions contained in this module? If yes, how did it go? If no, please comment on why you did not have an opportunity (e.g., have just finished the module)?
 7. I am motivated to make use of the suggestions from this module. Please comment on your rating. Which suggestions from the module are you most motivated to use?
 8.
 - a) How would you rate the overall quality of the information in this module? Please comment on the quality of the information in this module.
 - b) How would you rate the overall usefulness of the information provided in this module? Please comment on how useful the information provided in the module was.
 - c) In what ways could the module be improved?
11. Would you like to engage with more of the Autistics' Guide to Adulthood online modules?

3. User Evaluation Survey (see Appendix 3)

In addition to completing the post-module survey, participants completed a user evaluation survey that was designed to understand the effectiveness of engagement with the modules. The survey included 15 quantitative items and eight qualitative questions to investigate the web-based learning system quality, information quality, and interface quality. The quantitative questions included 10 items drawn from the 19-item version of a computer program usability scale called the Post-Study System Usability Questionnaire (PSSUQ; Lewis, 2002), which has norms available for the individual items, the three subscales (System Quality, Information Quality, and Interface Quality) and the overall measure. The PSSUQ items that were included were those considered most suitable and relevant following consultations with the National Advisory Group, with the removal of items allowed when using the PSSUQ as the scoring uses the approach of averaging scores. There were two items from the 34-item Online Learning Module Evaluation questionnaire developed by Goode (2003) included in the survey, these questions were selected to address relevant areas not covered in the PSSUQ (i.e., associated with errors/distractions and quantity of information provided); there are no norms available for the questionnaire developed by Goode. The researchers and the National Advisory Group developed the remaining questions used in the survey.

Method: Participants who successfully trialled a module and completed the research surveys were provided with a \$100 gift card honorarium from Autism SA. The following procedure was used to ensure that participants did not rush through modules (without completing the necessary exercises and surveys) to receive the honorarium, and that participants who completed a module had the relevant needs and motivation to undertake the module.

1. Autism SA advertised to recruit participants for the evaluation via social media and flyers at Autism SA facilities. Participants were able to access the project materials using the survey link or QR code or by

contacting the researchers (using the email address provided in the materials) and, if interested in participating, were able to consent online to involvement.

2. Once participants consented to being involved, they were directed to the Module Selection Survey.
3. Results from the Module Selection Survey were used by the researchers to identify the suitable modules for each participant (based on the scoring matrix shown in Appendix 1).
4. Using the priority order identified in step 3, the researchers invited participants to choose one of three module topics to complete; once a module selection had been made, participants were sent a link by email to complete the relevant pre-module survey and participants had up to two weeks to complete this survey.
5. When the pre-module survey was completed, participants were provided with information as to how to access their chosen module on the Autistics' Guide to Adulthood website and were asked to complete the module and all exercises in a two-week timeframe. When the module was completed, participants notified the researchers and satisfactory completion was confirmed with the Autistics' Guide to Adulthood team, a link to the post-module surveys (i.e., post-module survey for the module and the user evaluation survey) and participants had up to two weeks to complete this survey. Once these surveys were completed, participants were provided with their \$100 gift card honorarium.
6. Participants were then offered additional opportunities to complete other modules if they had indicated in their post-module survey that they were interested in continuing with the evaluation. All invitations to undertake subsequent modules involved module topics that participants had rated as very important or important for them to complete.

The time taken by each participant to complete their module was recorded and collated. There was a considerable range in the times taken by participants to complete modules, ranging from 12 minutes to 7521 minutes (Median = 123 minutes). There were some variations in the median completion times across the modules as shown in Table 3, with the Entertainment, Recreation and Leisure module having the lowest median completion time while Communication had the highest. Figure 1 shows the frequency of participant completion times for participants for all modules combined.

Table 3 Range and median completion times.

Module	Range (mins)	Median (mins)
Communication	38 - 2890	219.0
Education	18 - 1163	123.0
Employment	29 - 7521	167.0
Entertainment	12 - 1369	67.0
Friendships	15 - 3685	149.0
Living Independently	26 - 1595	114.0
Mental Health	30 - 2883	93.0
Physical Health	19 - 582	76.0
Romantic Relationships	27 - 2940	82.5
Self-Advocacy	42 - 730	115.0

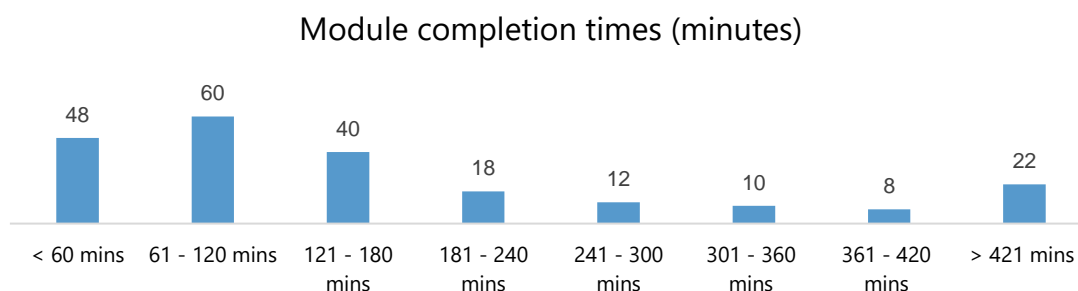


Figure 1 Frequency of module completion time categories for all modules combined.

As the modules were newly developed it was not known how long it would take participants to complete them, although pre-release trials suggested that 5 hours was a reasonable completion time. As can be seen in Figure 1, most participants completed their module in less time than the estimated 5-hour time frame. Regarding the participants with the much longer completion times, it is possible that some left the module open in their browser for an extended period whilst not actively engaged with the content. It is possible that some of the participants who had the much shorter completion times may have rushed through the module, although they were still required to satisfactorily complete the various exercises; however, some participants with the shorter completion times also indicated that they had opted to print out the materials to complete the modules rather than completing them online. This feature, which is consistent with the Universal Design for Learning principle whereby participants can choose how they best engage with learning materials, would impact completion times.

Data Analyses: A priori power analysis was conducted using G*Power (3.1.9.7) using a 0.80 power level and $\alpha = .05$ significance criterion to determine the capacity of the proposed sample sizes to detect changes using the planned pre- and post-module analyses. The G*Power analyses showed that for the planned parametric analyses the proposed sample size of 22 participants per module was satisfactory to detect intervention effects that were large ($d = 0.8$); as such, where small to medium intervention effects (i.e., less than the 0.80 criterion) were obtained for the statistical analyses involving pre- to post-module comparisons, the results were subsequently checked using non-parametric tests to verify any significant findings. This was not necessary when all module data were combined. Normality of measures was investigated visually and using z score calculations of skewness and kurtosis. Due to skewed (77% of measures) and kurtotic (73% of measures) distributions bootstrapping (using the bias-corrected and accelerated method with 1000 iterations) was used to calculate confidence intervals for descriptive statistics and to confirm parametric findings. All analyses were conducted using SPSS Software Version 29.

Ethics: This evaluation was approved by the Human Research Ethics Committee (Psychology sub-committee) at the University of Adelaide (approval number H-2023-02).

4. Findings

Findings associated with the evaluation will be considered in terms of 1) personal development outcomes associated with completing the module trials (i.e., outcome evaluation findings) and 2) user evaluations of the module content and the web based online learning system (i.e., user evaluation findings).

4.1. Outcome Evaluation Findings

Personal development outcomes associated with completing the modules were evaluated using pre-and post-module surveys that considered:

1. Motivation to learn about the module topic;
2. Knowledge associated with the module topic before and after completing the module;
3. Satisfaction with module-related abilities before and after completing the module;
4. Self-efficacy (confidence) with module-related knowledge before and after completing the module; and
5. The application of knowledge acquired from completing their module.

Pre- and post-module changes for the outcome evaluation were undertaken at three levels:

1. For the module series as a whole (with responses from all modules combined);
2. For the individual module topics (combining the responses of the individual knowledge, satisfaction, or self-efficacy skill-based sub-questions where these were used); and
3. For the 18 individual skill-based sub-questions.

4.1.1. Pre-module motivation to learn about the module topic

The pre-module survey motivation to learn question was included to gauge participant interest or motivation to undertake each module. The participant's motivation to learn was measured as the pre-module level of motivation may have influenced the extent to which participants benefited from completing the module. In the pre-module surveys, participants were asked to provide a rating for the statement "*I am motivated to complete this module on [insert module area]*" using a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree).

As shown in Figure 2 when the motivation to learn responses for all modules were combined, participants were interested in undertaking their modules, with 96.5% of participants indicating they agreed or strongly agreed that they were motivated to complete their chosen module (mean = 4.53, SD = 0.63). As can be seen in Figure 3, motivation was consistently high across all the individual module topics, with all motivation mean values falling in the "agree" and "strongly agree" range.

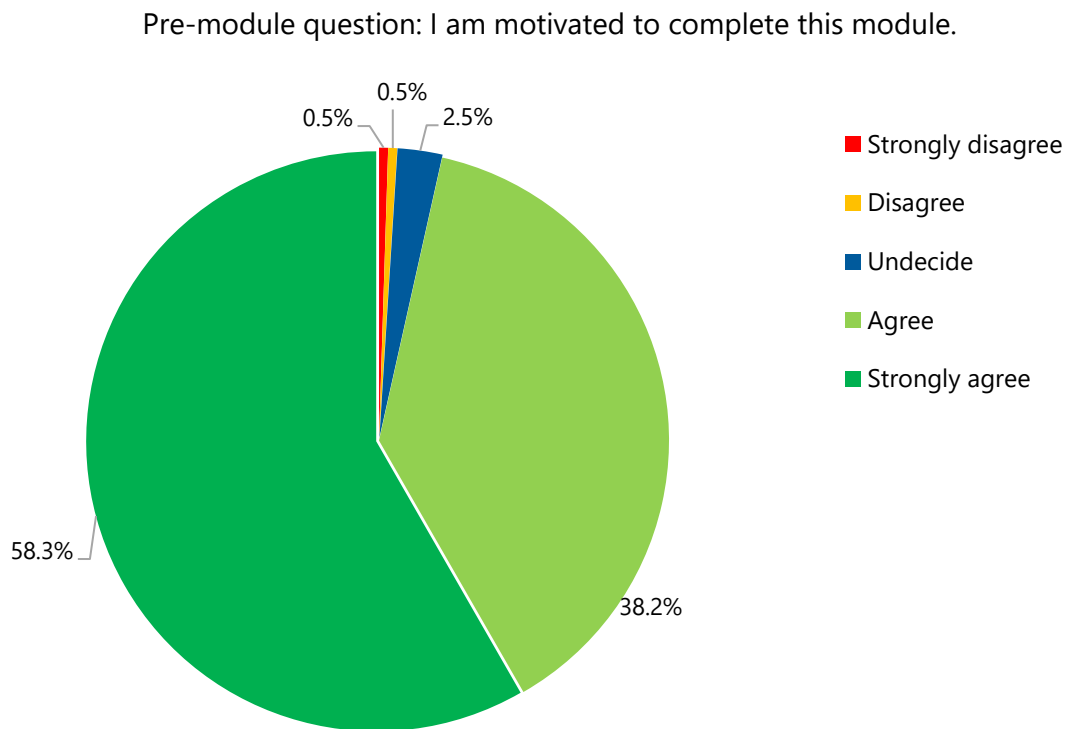


Figure 2 Frequency of participant responses to the question "I am motivated to complete this module" for all modules combined.

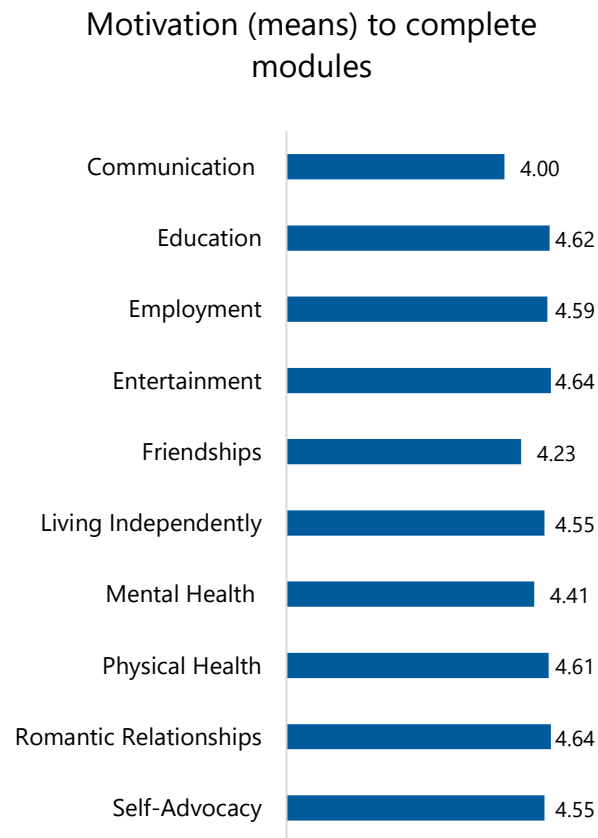


Figure 3 Mean motivation values for each of the ten Autistics' Guide to Adulthood modules for the question "I am motivated to complete this module"

Participants were asked to comment on their ratings regarding their motivation for completing their module. Reasons provided by participants who provided a "disagree" or "strongly disagree" response (1%) included that they did not need help with the module topic area (although the participant involved had rated that they were dissatisfied with their skills associated with this module area) and/or that they did not expect that undertaking the module would be helpful. The reason provided by participants who indicated that they were "undecided" (2.5%) about their motivation was that they had reservations as they did not know how helpful the module would be without knowing more about the module content.

The response themes from participants who rated "agree" (38.2%) or "strongly agree" (58.3%) to the pre-module motivation to learn question are shown in Table 4. Themes identified were similar across the module topics. Most commonly, participants were motivated to improve their existing skills/abilities and/or learn new skills; however other themes were also present in the responses.

Table 4 Themes summarising participant reasons for their motivation to complete their module⁵

Themes	Participant Response Examples
To improve existing skills &/or learn new skills	<p><i>"I hope this module helps me with the things I find most difficult, that is, the communication part, especially in interviews."</i> [Em]</p> <p><i>"I'm on a break with my partner and I want to learn how to make things better."</i> [RR]</p> <p><i>"I'm always interested to learn new skills and I want to be able to manage better on my own and put less pressure on my friends and family."</i> [LI]</p> <p><i>"I feel like being able to manage living independently would greatly benefit my quality of life."</i> [LI]</p>
To improve their wellbeing	<p><i>"I would really love to find some skills to be able to actively participate in leisure activities and how to avoid burn out."</i> [En]</p> <p><i>"I'm excited to learn skills specific for autistic mental health."</i> [MH]</p> <p><i>"I really want to maintain and manage my physical health better, as it will help me maintain independence and do my weekly activities/tasks. Maintaining my physical health is also very helpful for maintaining my mental health, which I struggle with."</i> [PH]</p>
To help with achieving a particular goal	<p><i>"I really want to have paid employment, as it will be really good for me to do, I will learn lots, and I will feel like I have a purpose. I struggle with being ashamed of my unemployment."</i> [Em]</p> <p><i>"I really want a loving and happy relationship and I have not managed this yet in my life and I'm worried I will be alone forever."</i> [RR]</p> <p><i>"I want to study at TAFE next year, so having this module completed will be really helpful"</i> [Ed]</p> <p><i>"I have some adventures planned that I really need to increase strength and fitness for."</i> [PH]</p>
To obtain authentic advice from others who are autistic	<p><i>"I feel like advice from actually autistic people may be more do-able than the standard advice I have been given in the past."</i> [F]</p> <p><i>"I'm looking forward to learning more about romantic relationships, gaining insights and strategies for maintaining and strengthening romantic relationships, as well as insights from other Autistic adults that I can relate to and apply to my own self and relationship."</i> [RR]</p> <p><i>"I like the idea that the module has largely been created by autistic people who understand the unique challenges of being mentally ill and autistic."</i> [MH]</p> <p><i>"I am interested to see how this is presented to autistics. I work in mental health, particularly with queer ND folks, and constantly come up across barriers. Particularly, a lot of information is presented as if we're intellectually disabled. We're not. So, I want to be part of group that can offer Lived Experience and insight."</i> [MH]</p>
To help others with autism	<p><i>"I want to be a teacher, so I'm not just learning for me, I'll learn for my future students."</i> [Ed]</p> <p><i>"Friendships have always been a struggle for me. When I meet little ASD kids in my work (which is often) I can always pick them in a crowd because (among other things) they are almost always struggling with friendships too. I'm motivated to do this because a) maybe it will help me with the problematic elements of friendship maintenance and b) maybe it will lead to something that can help some of those little ASD kids with friendships too. Maybe? Fingers crossed, hey?"</i> [F]</p> <p><i>"Frustration at saying the wrong thing or not saying anything at all has really held me back in life and I look forward to any opportunity to improve my own skills and by doing so maybe help others along the way"</i> [C]</p> <p><i>"I am motivated as I struggle immensely with my mental health and hope that by completing this it may help to one day provide more support for Autistics with mental health struggles, as the medication and therapies I've tried before don't seem to have helped and I assume are based off the average neurotypical brains."</i> [MH]</p>
To help with the research to ensure worthwhile outcomes for others.	<p><i>"I would like to ensure that self-advocacy materials on offer to my community are as accurate and vetted as they can be."</i> [SA]</p> <p><i>"I'm interested to see what the module is, and see if I can provide any helpful feedback. I also need a bit of help with some things."</i> [Ed]</p> <p><i>"Even if it does not help me, I hope this will be helpful research data."</i> [F]</p> <p><i>"It is for a study. I like providing feedback especially because ppl often believe that autistic ppl are not good at relationships. Which is not true."</i> [RR]</p>

⁵ Module abbreviations throughout the report: C = Communication, Ed = Education, EM = Employment, En = Entertainment, Recreation and Leisure, F = Friendships, LI = Living Independently, MH = Mental Health, PH = Physical Health, RR = Romantic Relationships, SA = Self-Advocacy

4.1.2. Knowledge (pre- and post-module)

Questions about participant knowledge associated with the module topic were included in the pre- and post-module surveys using both quantitative and qualitative questions. The qualitative questions aimed to understand the strengths participants felt they possessed before doing the module, what knowledge they would most like to improve related to the module area, and what they felt they learnt from doing the module. The quantitative questions aimed to determine the extent that participants considered their module-related knowledge had changed after completing the module.

4.1.2.1. Participant strengths (pre-module)

In pre-module surveys participants were asked to *“Please comment on what you think are your strengths with regard to [the module topic]”*. Most participants reported at least one personal strength associated with the module topic area and these are summarized along with example responses in Appendix 4 where participant strengths have been mapped onto the module content areas. Eleven participants indicated that they felt that they did not have any strengths associated with the module topic they were going to trial, and this occurred on all modules except the Mental Health and Living Independently modules where all participants were able to identify at least one personal strength.

4.1.2.2. Learning goals (pre-module)

In pre-module surveys participants were asked *“Please comment on what you most want to learn about with regard to [the module topic]”*. Often participants identified multiple learning goals associated with the module topic. Importantly, as shown in Appendix 4, the goals identified were generally readily mapped onto the module content suggesting that the modules were appropriately targeting priority areas of need for participants. Very few participant learning goals could not be mapped onto the module topic area and frequently, in those circumstances where they were not easily mapped onto the content topics for the particular module, the learning goals were often associated with other module topics available to participants (e.g., “speaking up” goal identified for the Communication module that would be addressed in the Self-Advocacy module; “stress management” goal associated with Living Independently that would be addressed in the Mental Health module). As can be seen in Appendix 4, the learning goals encompassed a broad range of the topics covered in each module, highlighting that for this evaluation the modules were trialed by participants with diverse learning goals.

4.1.2.3. Pre- and post-module knowledge associated with module topic

Module-related knowledge was measured in pre- and post-module surveys using a single question in the Mental Health and Physical Health modules and two questions in each of the other modules (18 individual knowledge questions in total for all the modules). The questions used the same format and asked *“I know the steps to [insert module skills]”*. A five-point rating scale of 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree was used. Pre- and post-module changes were considered for all modules combined, the individual module topics (combining the responses when two knowledge questions were used), and for the 18 individual skill-based knowledge questions.

Figure 4 shows the frequency of the rating responses for the question *“I know the steps to [insert module skills]”* in the pre- and post-module surveys for all modules combined. As can be seen, many participants provided ratings that indicated increased knowledge associated with their module topic after completing the module.

Pre- and post module knowledge ratings (all modules combined)

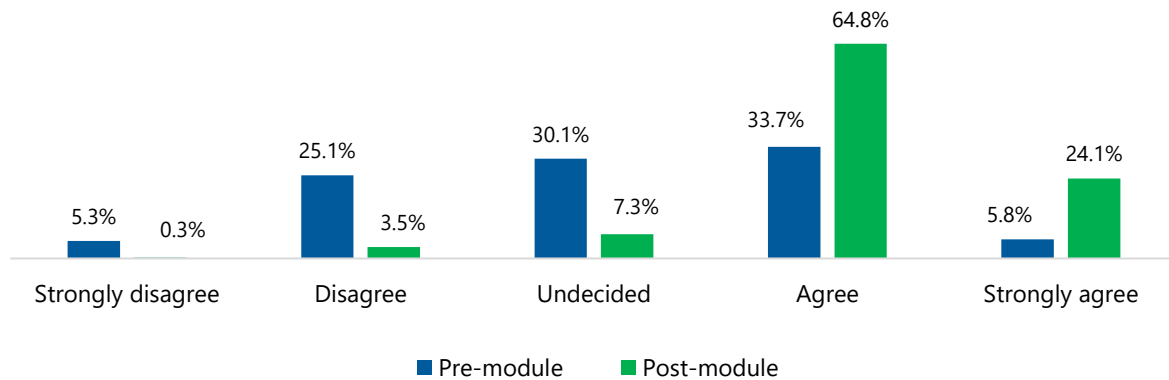


Figure 4 Pre- and post-module rating frequency for the knowledge question “I know the steps to [insert module skills]” for all modules combined.

Table 5 shows the pre- and post-module means for all modules combined and for the ten module topics for the knowledge question “I know the steps to [insert module skills]”. All post-module means were higher than the pre-module means, suggesting that for each module many participants provided ratings that indicated improved knowledge. These pre- and post-module knowledge mean improvements were analysed using paired samples t-tests and all mean improvements were significant. For all modules except the Communication module, the Cohen’s d values indicated a large effect suggesting that the improvements in knowledge were not only significant but also meaningful. In view of the lower Cohen’s d value, a follow-up analysis with a signed-ranks test was conducted for the Communication module. This confirmed that the pre- to post-module mean improvement was statistically significant [$Z = -3.596, p < .001$] despite the lower Cohen’s d effect size.

Table 5 Pre- and post-module means and standard deviations (SD) and paired samples t-test results for the knowledge questions that asked “I know the steps to [insert module skills]” for all modules combined and for the ten module topics.

Module	Pre-module		Post-module		t-statistic and significance ⁶	Cohen’s d ⁷
	Mean	SD	Mean	SD		
All Modules Combined	3.10	1.01	4.09	0.69	-19.70***	0.99
Communication	2.98	1.05	3.64	0.94	-4.33***	0.65
Education	3.38	0.82	4.31	0.64	-5.63***	0.80
Employment	3.48	1.09	4.43	0.50	-6.13***	0.92
Entertainment	3.34	0.68	4.30	0.51	-8.16***	1.23
Friendships	2.48	0.90	3.91	0.60	-9.52***	1.44
Living Independently	2.89	1.02	4.09	0.68	-7.47***	1.13
Mental Health	3.45	0.96	4.14	0.35	-3.81**	0.81
Physical Health	3.43	0.84	4.30	0.47	-4.53***	0.94
Romantic Relationships	2.82	1.15	3.93	0.70	-7.11***	1.07
Self-Advocacy	3.07	1.04	3.98	0.73	-6.13***	0.92

⁶ * $p < .05$, ** $p < .01$, *** $p < .001$

⁷ Cohen’s d effect size interpreted using 0.20 = small effect, 0.50 = medium effect, and ≥ 0.8 is a large effect

Across all ten modules, there were 18 individual knowledge questions where participants were asked to rate the extent that they agreed that *“I know the steps to [insert module skills]”*. The frequency of the pre- and post-module responses for each of the 18 individual module knowledge questions are shown in Appendix 5. Table 6 shows the individual knowledge questions for each of the module topics and provides the pre- and post-module means. For the 18 individual module questions, all post-module means were higher than the pre-module means. Paired samples t-test analyses found that all 18 mean improvements were statistically significant, with the Cohen’s d values generally indicating large effects suggesting that the improvements in knowledge associated with the module skills were not only significant but also meaningful. However, there were three questions where the Cohen’s d values fell below the 0.8 criterion and so follow-up non-parametric analyses were undertaken. Wilcoxon signed-ranks tests confirmed statistically significant pre- to post-module mean improvements for the two Communication knowledge items *“I know the steps to communicate with people I know (e.g., family and friends)”* [$Z = -2.887, p = .004$] and *“I know the steps to communicate with people I meet in my day-to-day life (e.g., acquaintances or strangers)”* [$Z = -2.614, p = .009$]; however, the Wilcoxon signed-ranks test for the Self-Advocacy item *“I know the steps to make decisions for myself”* was not significant [$Z = -1.964, p = .050$] suggesting that the t-test finding shown in Table 6 for this question should be viewed cautiously. The frequency of the response options for this question shown in Appendix 5 would also suggest limited post-module improvements associated with having improved knowledge to make decisions.

Table 6 Pre- and post-module survey means and standard deviations (SD) and paired samples t-test results for each of the knowledge questions that asked “I know the steps to [insert module skills]”.

Module	Knowledge Questions ⁸	Pre-module		Post-module		t-statistic & significance ⁹	Cohen's d ¹⁰
		Mean	SD	Mean	SD		
Communication	I know the steps to communicate with people I know (e.g., family and friends).	3.36	1.00	3.82	0.85	-3.58 **	0.76
	I know the steps to communicate with people I meet in my day-to-day life (e.g., acquaintances or strangers).	2.59	0.96	3.45	1.01	-3.16**	0.67
Education	I know the steps to access education programs (e.g., select and enrol in a course).	3.43	0.81	4.33	0.73	-3.65**	0.80
	I know the steps to benefit from an education program (e.g., learn new skills).	3.33	0.86	4.29	0.56	-4.26***	0.93
Employment	I know the steps to get a job.	3.86	0.89	4.59	0.50	-4.12***	0.88
	I know the steps to keep a job.	3.09	1.15	4.27	0.46	-4.70***	1.00
Entertainment	I know the steps to participate in leisure activities by myself.	3.64	0.58	4.27	0.46	-4.54***	0.97
	I know the steps to participate in leisure activities with others.	3.05	0.65	4.32	0.57	-7.78***	1.66
Friendships	I know the steps to maintain or improve my current friendships.	2.64	0.95	4.05	0.49	-6.89***	1.42
	I know the steps to make new friendships.	2.32	0.84	3.77	0.68	-6.46***	1.38
Living Independently	I know the steps to transition to living independently.	2.95	1.09	4.09	0.75	-5.14***	1.10
	I know the steps to live independently.	2.82	0.96	4.09	0.61	-5.33***	1.14
Mental Health	I know the steps to maintain or improve my current mental health and wellbeing	3.45	0.96	4.14	0.35	-3.81**	0.81
Physical Health	I know the steps to maintain or improve my current physical health and wellbeing.	3.43	0.84	4.30	0.47	-4.53***	0.94
Romantic Relationships	I know the steps to start a romantic relationship.	3.00	1.23	4.05	0.58	-4.33***	0.92
	I know the steps to maintain a current romantic relationship.	2.64	1.05	3.82	0.80	-5.79***	1.23
Self-Advocacy	I know the steps to speak up for myself	2.64	1.00	4.05	0.65	-7.74***	1.65
	I know the steps to make decisions for myself.	3.50	0.91	3.91	0.81	-2.25* ¹¹	0.48

⁸ Rating scale: 1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly agree

⁹ * $p < .05$, ** $p < .01$, *** $p < .001$

¹⁰ Cohen's d effect size interpreted using 0.20 = small effect, 0.50 = medium effect, and ≥ 0.8 is a large effect

¹¹ Significant finding not confirmed using non-parametric analyses, significant finding should be viewed with caution.

4.1.2.4. Post-module knowledge improvements

In post-module surveys participants were asked to rate the extent to which their knowledge had improved after completing the module (i.e., “Using a scale of 1-5, has this module improved your knowledge to [insert module skills]”). The 1-5 scale used the following descriptors: 1 = not at all, 2 = very little, 3 = some, 4 = quite a bit, and 5 = very much. For the Mental Health and Physical Health modules there was a single question and two in each of the other modules. Responses to the knowledge improvement questions were considered for all modules combined, the individual module topics (combining the responses when two questions were used), and for the 18 individual skill-based questions.

Figure 5 shows the response option frequency for the question “Using a scale of 1-5, has this module improved your knowledge to [insert module skills]” in the post-module surveys for all modules combined. Most participants reported they improved their knowledge, with 38.7% of participants reporting their knowledge improved “quite a bit” to “very much”, 42% reported “some” improvement, and 19.3% reported “no” or “very little” improvement. When responses for the improved knowledge questions were combined for all modules, a mean of 3.27 (SD=1.02) was obtained, which fell between the “some” and “quite a bit” categories.

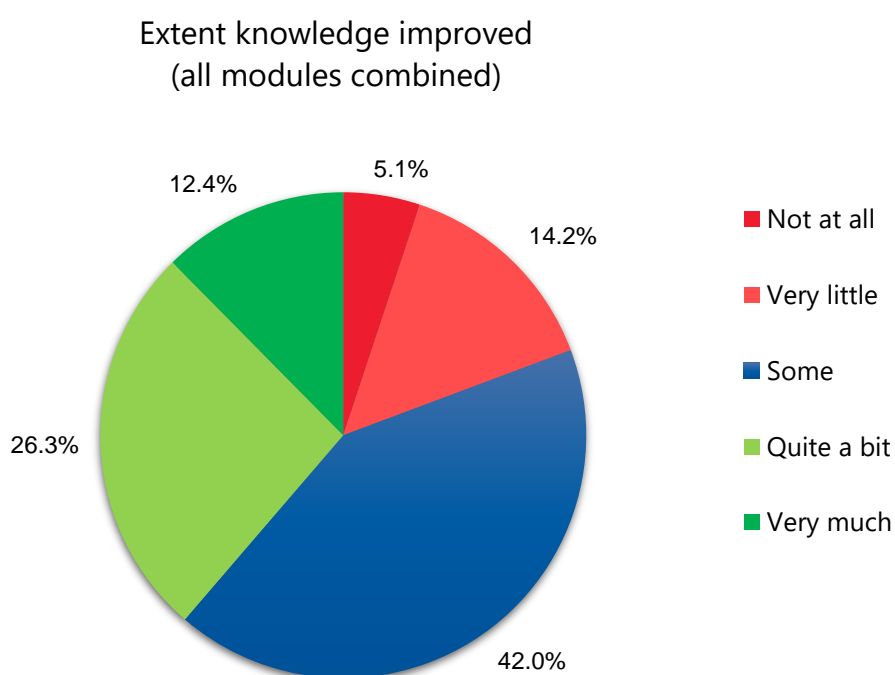


Figure 5 Response option frequency for the question “Using a scale of 1-5, has this module improved your knowledge to [insert module skills]” for all modules combined.

Table 7 shows the means and frequency of the response options for the ten modules for the post-module survey question “Using a scale of 1-5, has this module improved your knowledge to [insert module skills]”. All module mean values fell between the “some” and “quite a bit” categories except for the Romantic Relationships module, which fell between the “very little” and “some” categories. There were three modules (Entertainment, Mental Health, and Self-Advocacy) where no participants provided a “not at all” improved response and the Friendships module was the only module where no participants provided a “very much” improved rating.

Table 7 Mean (and SD) values and response frequencies for the post-module questions “Using a scale of 1-5, has this module improved your knowledge to [insert module skills]” for the ten module topics.

Module	Mean	SD	Improvement extent response option frequency				
			Not at all	Very little	Some	Quite a bit	Very much
Communication	3.25	1.04	4.5%	15.9%	43.2%	22.7%	13.6%
Education	3.50	1.11	2.4%	19.0%	26.2%	31.0%	21.4%
Employment	3.43	1.23	11.4%	4.5%	36.4%	25.0%	22.7%
Entertainment	3.66	0.96	-	13.6%	27.3%	38.6%	20.5%
Friendships	3.09	0.77	4.5%	11.4%	54.5%	29.5%	-
Living Independently	3.30	0.98	4.5%	11.4%	45.5%	27.3%	11.4%
Mental Health	3.27	0.83	-	13.6%	54.5%	22.7%	9.1%
Physical Health	3.00	1.00	4.3%	30.4%	30.4%	30.4%	4.3%
Romantic Relationships	2.89	1.10	15.9%	11.4%	47.7%	18.2%	6.8%
Self-Advocacy	3.18	0.84	-	18.2%	54.5%	18.2%	9.1%

Across the ten modules, there were 18 individual post-module survey questions that asked participants “Using a scale of 1-5, has this module improved your knowledge to [insert module skills]”. Table 8 shows the individual questions for each of the module topics and provides the means and response rating frequencies. As can be seen, there were six questions where no participants provided a “not at all” improved response, and this involved one question for the Education module, the only Mental Health module question, and both questions for the Entertainment and Self-Advocacy modules. Friendships was the only module where no participants provided a “very much” improved rating to either question. All mean improvement values fell in the “some” to “quite a bit” improved range except for the Romantic Relationships question “I know the steps to maintain a current romantic relationship”, which fell between the “very little” to “some” improvement range.

Table 8 Mean (and SD) values and response frequencies for the post-module question “Using a scale of 1-5, has this module improved your knowledge to [insert module skills]”.

Module	Improved Knowledge Questions ¹²	Mean	SD	Improvement extent response option frequency ¹³				
				Not at all	Very little	Some	Quite a bit	Very much
Communication	Has this module improved your knowledge to communicate with people you know (e.g., family and friends).	3.18	1.05	1	4	10	4	3
	Has this module improved your knowledge to communicate with people you meet in your day-to-day life (e.g., acquaintances or strangers).	3.32	1.04	1	3	9	6	3
Education	Has this module improved your knowledge to access education programs (e.g., select and enrol in a course).	3.52	1.17	1	3	6	6	5
	Has this module improved your knowledge to benefit from an education program (e.g., learn new skills).	3.48	1.08	-	5	5	7	4
Employment	Has this module improved your knowledge to get a job.	3.45	1.14	2	-	11	4	5
	Has this module improved your knowledge to keep a job.	3.41	1.33	3	2	5	7	5
Entertainment	Has this module improved your knowledge to participate in leisure activities by yourself.	3.55	1.06	-	5	4	9	4
	Has this module improved your knowledge to participate in leisure activities with others.	3.77	0.87	-	1	8	8	5
Friendships	Has this module improved your knowledge to maintain or improve your current friendships.	3.14	0.77	1	2	12	7	-
	Has this module improved your knowledge to make new friendships.	3.05	0.78	1	3	12	6	-
Living Independently	Has this module improved your knowledge to transition to living independently.	3.27	1.03	1	3	10	5	3
	Has this module improved your knowledge to live independently.	3.32	0.94	1	2	10	7	2
Mental Health	Has this module improved your knowledge to maintain or improve your current mental health and wellbeing	3.27	0.83	-	3	12	5	2
Physical Health	Has this module improved your knowledge to maintain or improve your current physical health and wellbeing.	3.00	1.00	1	7	7	7	1
Romantic Relationships	Has this module improved your knowledge to start a romantic relationship.	3.00	1.11	3	3	8	7	1
	Has this module improved your knowledge to maintain a current romantic relationship.	2.77	1.11	4	2	13	1	2
Self-Advocacy	Has this module improved your knowledge to speak up for yourself	3.32	0.78	-	2	13	5	2
	Has this module improved your knowledge to make decisions for yourself.	3.05	0.90	-	6	11	3	2

¹² Rating scale anchors: 1 = Not at all, 2 = Very little, 3 = Some, 4 = Quite a bit, 5 = Very much

¹³ N= 22 for all modules except Education (N=21) and Physical Health (N=23)

In post-module surveys participants were asked to comment on the rating they provided for the question about the extent that their knowledge about the module topic had improved after completing the module. The following reasons were provided in participant feedback associated with the response options:

1. Not at all improved: As shown in Figure 5, only 5.1% of all rating responses from participants were “not at all” ratings. The reasons associated with participant responses for the “not at all” rating included that the module knowledge was generic and/or not tailored for autistic people, the information in the module was not helpful or was too basic and/or the participants felt they already possessed this knowledge that was presented in the module.

Example responses

“Unfortunately, I found the information to be quite standard and not tailored to the specific challenges Autistic people can face with their physical health.” [PH]

“I knew most of the information.” [LI]

“Knowledge came across as over simplified, and delivered at a very base level.” [RR]

“The content of the module is almost the same as every other book “explaining” the process of getting a job. There was nothing new.” [Em]

2. Very little improvement: Across all module topic trials only 14.2% of participants provided a “very little” improvement response. The reasons for the “very little” rating were like those identified for the “not at all” rating (e.g., information was generic, too basic, or participants felt they already possessed most of the knowledge). Other explanations included that they had previously gained the knowledge via other sources (e.g., therapy, Autism SA courses), the module did not provide the help they were particularly wanting (e.g., provided theory but limited examples for implementing knowledge, encouraged participants to ‘mask’ their autistic characteristic), or the module information was only partially helpful. There were several comments from participants that noted that while the module had not helped them, the module content may be helpful to others.

Example responses

“Mostly information I had already known about or covered in Autism SA Adult Social Group sessions.” [MH]

“Very basic explanations, does not give much in the way of examples of how to incorporate into daily routines - I want to see how it can be done not be told to do it.” [PH]

“I'm capable of communicating with friends and family but the module did help for times of distress when communicating my feelings may be more challenging.” [C]

“It gave me very little new knowledge but made me acknowledge that I have not been looking after my physical health that well for the last 4 years or so.” [PH]

“I don't feel like this module adequately tackled my issues with regards to being able to speak up for myself” [SA]

“It's not that any of the advice was bad or poor, but I feel I already know the theory behind friendships. I believe the information could be helpful for some autistic people who have perhaps not looked into friendships in a theoretical way before. I think I had hoped it would have some sort of magic pearl of wisdom which I could implement. In reality, I really need to put myself out there. I also have had experiences where I feel I'm doing the 'right' things but people read me as odd.” [F]

3. Some improvement: The largest single response category for the question about the extent that completing the module had improved knowledge associated with the module topic was the “some” improvement response, which was provided by 42% of participants across all topics. Generally, participants responded that they possessed some or all the knowledge already and/or would like to have learnt more. Participants also commented on benefits they had received from completing the module including: the module reinforced their knowledge and/or confirmed they were on the right track; it introduced new insights, strategies, or resources to use; it provided useful information to help others (e.g., their clients, family members); and was beneficial due to the autistic-specific resources or perspectives provided. Although there were participants who commented on the autistic-specific resources or perspectives included in modules, a small number of participants commented that they considered the information was generic and not specific to the needs of autistic adults.

Example responses

“Learnt a lot about some topics e.g. housework and groceries but not all topics applied to me and my needs e.g. hygiene.” [LI]

“This module has somewhat improved my knowledge on maintaining a current romantic relationship but I would of liked to learn more about communication and conflict resolution within relationships, especially when both people in the relationship are Autistic.” [RR]

“I work in Mental Health so there wasn't anything new. In saying that, I think the information presented was fantastic and I'll be recommending it to my clients.” [MH]

“I had the knowledge around some of these things before taking on this module but having the autistic points of view from the videos; information about disclosing autism; and the tough interview questions section expanded my knowledge somewhat.” [Em]

“A lot of the module was the same as any other mental health advice and I felt like it wasn't really written specifically for autistic people at all - the only good info came from the videos with actually autistic people in them.” [MH]

4. Quite a bit improved: The second largest response category was the “quite a bit” response, which was provided by 26.3% of participants across all module topics. Reasons provided included that completing the module resulted in the acquisition of new knowledge, strategies, resources and/or confidence. Participants also commented that completing the module contributed to them thinking differently about their situation and about the need to be proactive about change. Various aspects of the module format were identified as contributing to improved knowledge (e.g., step-by-step approach, reflection questions, engaging format).

Example responses

“It made me realise there is a lot more I could be doing to help myself rather than just blaming a lack of services in non-metropolitan areas. There were so many helpful links provided in the module that I went back to after completing the module.” [MH]

“Very much, especially around sharing information and requesting accommodations and also looking at some organisations who are neurodivergent friendly “I was surprised at how many light bulb moments I had while completing the modules.” [Em]

“I knew a fair amount but having it presented in this way, like a course, help me and fill in blanks for me. It also confirmed what I am doing right”. [F]

"I liked the way it broke down into concise steps what I need to do in different areas but also gave me ideas of who I can ask for help." [SA]

"Yes, I knew a fair amount but having it presented in this way, like a course, help me and fill in blanks for me. It also confirmed what I am doing right." [Ed]

5. Very much improved: Across the module topic trials, 12.4% of participant responses were that their knowledge was "very much" improved after completing a module. Reasons were very similar to those provided by participants who reported their knowledge was quite a bit improved and included examples of the newly acquired knowledge being applied. Similarly, participants also commented on aspects of the modules that helped with gaining knowledge (e.g., clear step by step instruction, links to other useful websites).

Example responses

"The module has made me more self-aware about how I communicate and come across to others when doing so. Communication is an area that has caused significant problems between myself and my son, who is also autistic, in the past. After completing this module, I actually apologised to my son, as I never quite understood what he meant when he said you are using 'that tone of voice', but now I do. So, thank you!" [C]

"It has provided me with valuable information and resources, helping me understand the unique challenges and strengths associated with autism in the workplace." [Em]

"I have copied all of the links found in the module, and these will be very helpful resources for me getting a job." [Em]

"The module helped me to reflect on my own preferences, needs, and love languages, as well as issues I have gone through in past relationships and how far I have come since then in terms of my current long-term relationship. My knowledge to maintain my current relationship has improved with this module and I will continue to review the module when I need to remember specific concepts like love languages and conflict resolution." [RR]

"I have learnt that it's ok to do leisure activities on your own and not necessarily with other people." [En]

4.1.3. Satisfaction with abilities (pre- and post-module)

Questions about participant satisfaction with their module-related abilities were included in pre- and post-module surveys using one question in the Mental Health and Physical Health modules and two questions in each of the other modules (18 individual satisfaction questions in total). The questions used the same format and asked *"How satisfied are you with your ability to [insert module skills]?"* A five-point rating scale 1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied was used. These questions aimed to understand the extent to which satisfaction with abilities improved following module completion. The pre- and post-module changes were considered for all modules combined, the individual module topics (combining the responses when two satisfaction questions were used), and for the 18 individual skill-based satisfaction questions.

Figure 6 shows the frequency of the rating responses for the question *"How satisfied are you with your ability to [insert module skills]?"* in pre- and post-module surveys for all modules combined. As can be seen, fewer participants rated that they were dissatisfied with their abilities after completing their module.

Pre- and post-module satisfaction with knowledge (all modules combined)

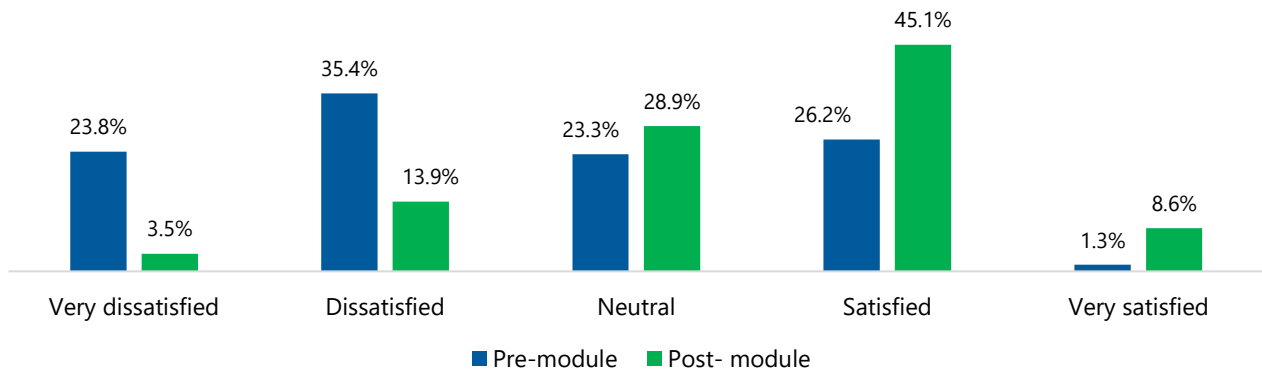


Figure 6 Pre- and post-module rating frequency for the satisfaction question “How satisfied are you with your ability to [insert module skills]?” for all modules combined.

Table 9 shows the pre- and post-module means for all modules combined and for the ten module topics for the satisfaction question “How satisfied are you with your ability to [insert module skills]?” All post-module means were higher than the pre-module means, suggesting that many participants provided ratings that reflected improved satisfaction with their abilities after completing their module. The pre-module satisfaction means fell in the “very dissatisfied” to “neutral” range whereas post-module means fell in the “neutral” to “satisfied” range. The pre- and post-module satisfaction with ability mean improvements were analysed using paired samples t-tests and, as shown in Table 9, all mean improvements were significant. For all modules, the Cohen’s d values indicated a large effect suggesting that the improvements in satisfaction were not only significant but also meaningful.

Table 9 Pre- and post-module survey means and standard deviations (SD) and paired samples t-test results for the satisfaction question “How satisfied are you with your ability to [insert module skills]?” for all modules combined and for the ten modules.

Module	Pre-module		Post-module		<i>t</i> -statistic and significance ¹⁴	Cohen’s <i>d</i> ¹⁵
	Mean	SD	Mean	SD		
All Modules Combined	2.36	1.05	3.41	0.95	-20.96****	1.06
Communication	2.14	1.03	3.09	1.05	-5.76***	0.87
Education	2.79	0.93	3.86	0.75	-6.50***	1.00
Employment	2.25	1.10	3.27	1.11	-6.23***	0.94
Entertainment	2.43	1.23	3.68	0.91	-7.67***	1.16
Friendships	2.05	0.86	3.18	1.00	-7.20***	1.08
Living Independently	2.50	1.07	3.59	0.73	-7.02***	1.06
Mental Health	2.36	0.95	3.45	0.67	-5.56***	1.18
Physical Health	2.00	0.91	3.17	0.94	-7.24***	1.51
Romantic Relationships	2.39	1.12	3.27	0.95	-5.92***	0.89
Self-Advocacy	2.52	1.04	3.48	1.00	-8.49***	1.28

¹⁴ **p*<.05, ** *p*<.01, *** *p*<.001

¹⁵ Cohen’s *d* effect size interpreted using 0.20 = small effect, 0.50 = medium effect, and ≥ 0.8 is a large effect

Across all ten modules, there were 18 individual satisfaction with abilities questions that asked participants to rate *“How satisfied are you with your ability to [insert module skills]?”* The frequency of the pre- and post-module ratings for each of the 18 individual satisfaction questions are shown in Appendix 6. Table 10 shows the individual satisfaction questions asked for each of module topic and provides the pre- and post-module means. For all 18 questions the post-module means were higher than the pre-module means suggesting that many participants provided ratings that indicated improved satisfaction with their abilities. The pre-module satisfaction means fell in the “dissatisfied” to “neutral” range whereas post-module means fell in the “neutral” to “satisfied” range. The pre- and post-module satisfaction means were compared using paired samples t-tests. As shown in Table 10, all mean improvements were statistically significant, with the Cohen’s d values generally indicating large effects suggesting that the improvements in satisfaction with abilities were meaningful. The two questions with Cohen’s d effect values below the 0.8 criterion were re-examined using Wilcoxon signed-ranks tests and both were confirmed as statistically significant: *“How satisfied are you with your ability to communicate with people you know (e.g., family and friends)”* [$Z = -2.64$ $p = .008$] and *“I know the steps to transition to living independently”* [$Z = -2.95$ $p = .003$].

Table 10 Pre- and post-module survey means and standard deviations (SD) and paired samples t-test results for each of the satisfaction questions “How satisfied are you with your ability to [insert module skills]?”

Module	Satisfaction Questions ¹⁶	Pre-module		Post-module		<i>t</i> -statistic and significance ¹⁷	Cohen’s <i>d</i> ¹⁸
		Mean	SD	Mean	SD		
Communication	How satisfied are you with your ability to communicate with people you know (e.g., family and friends).	2.73	0.99	3.45	0.91	-3.04**	0.65
	How satisfied are you with your ability to communicate with people you meet in your day-to-day life (e.g., acquaintances or strangers).	1.55	0.67	2.73	1.08	-5.27***	1.12
Education	How satisfied are you with your ability to access education programs (e.g., select and enrol in a course).	2.86	0.85	3.95	0.74	-5.04***	1.10
	How satisfied are you with your ability to benefit from an education program (e.g., learn new skills).	2.71	1.01	3.76	0.77	-4.14***	0.90
Employment	How satisfied are you with your ability to get a job.	2.00	1.02	3.18	1.18	-5.05***	1.08
	How satisfied are you with your ability to keep a job.	2.50	1.14	3.36	1.05	-3.74**	0.80
Entertainment	How satisfied are you with your ability to participate in leisure activities by yourself.	2.77	1.34	4.09	0.61	-5.94***	1.27
	How satisfied are you with your ability to participate in leisure activities with others.	2.09	1.02	3.27	0.99	-4.86***	1.04
Friendships	How satisfied are you with your ability to maintain or improve your current friendships.	2.23	0.87	3.41	1.01	-5.05***	1.08
	How satisfied are you with your ability to make new friendships.	1.86	0.83	2.95	0.95	-5.02***	1.07
Living Independently	How satisfied are you with your ability to transition to living independently.	2.68	1.17	3.50	0.80	-3.64**	0.78
	How satisfied are you with your ability to live independently.	2.32	0.94	3.68	0.65	-6.08***	1.43
Mental Health	How satisfied are you with your ability to maintain or improve your current mental health and wellbeing	2.36	0.95	3.45	0.67	-5.56***	1.18
Physical Health	How satisfied are you with your ability to maintain or improve your current physical health and wellbeing.	2.00	0.91	3.17	0.94	-7.24***	1.51
Romantic Relationships	How satisfied are you with your ability to start a romantic relationship.	2.32	1.13	3.18	0.96	-4.09***	0.87
	How satisfied are you with your ability to maintain a current romantic relationship.	2.45	1.14	3.36	0.95	-4.18***	0.89
Self-Advocacy	How satisfied are you with your ability to speak up for yourself	2.09	0.92	3.32	0.94	-7.08***	1.51
	How satisfied are you with your ability to make decisions for yourself.	2.95	1.00	3.64	1.05	-5.63***	1.20

¹⁶ Rating scale: 1 = Very dissatisfied, 2 = Dissatisfied, 3 = Neutral, 4 = Satisfied, 5 = Very satisfied

¹⁷ * $p < .05$, ** $p < .01$, *** $p < .001$

¹⁸ Cohen’s *d* effect size interpreted using 0.20 = small effect, 0.50 = medium effect, and ≥ 0.8 is a large effect

4.1.4. Self-efficacy (pre- and post-module)

Participant confidence in their module-related knowledge was measured in pre- and post-module surveys using one quantitative question in the Mental Health and Physical Health modules and two quantitative questions in each of the other modules. The questions all used the same format and stated “*I am confident I know how to [insert module skills]*”. A five-point rating scale of 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree was used. These questions aimed to understand changes in participant self-efficacy after completing a module. The pre- and post-module changes were considered for all modules combined, the individual module topics (combining the responses when two self-efficacy questions were used), and for the 18 individual skill-based self-efficacy questions.

4.1.4.1. Pre- and post-module self-efficacy

Figure 7 shows the frequency of the rating responses for the question “*I am confident I know how to [insert module skills]*” in the pre- and post-module surveys for all modules combined. As can be seen, many participants reported increased self-efficacy associated with the module topic after completing the modules.

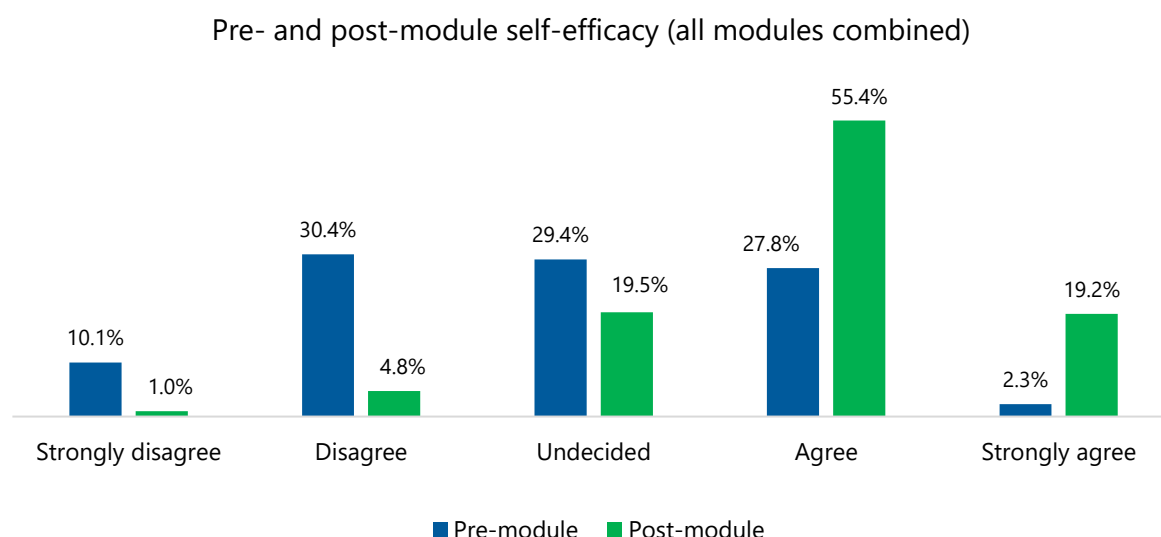


Figure 7 Pre- and post-module rating frequency for the self-efficacy question “*I am confident I know how to [insert module skills]*” for all modules combined.

Table 11 shows the pre- and post-module means for all modules combined and for the ten module topics for the self-efficacy question “*I am confident I know how to [insert module skills]*”. As can be seen, all post-module means were higher than the pre-module means suggesting that many participants provided ratings that reflected improved self-efficacy across each of the module topics. The pre- and post-module self-efficacy mean improvements were analysed using paired samples t-tests and all mean improvements were significant. For all modules except the Mental Health module, the Cohen’s d values indicated a large effect suggesting that the improvements in self-efficacy were not only significant but also meaningful. In view of the lower Cohen’s d value, a follow-up analysis with a Wilcoxon signed-ranks test was conducted for the Mental Health module and this confirmed the statistically significant pre- to post-module mean improvement [$Z = -2.86$ $p = .004$].

Table 11 Pre- and post-module survey means and standard deviations (SD) and paired samples t-test results for the self-efficacy question “I am confident I know how to [insert module skills]” for all modules combined and the ten modules.

Module	Pre-module		Post-module		<i>t</i> -statistic ¹⁹	Cohen’s <i>d</i> ²⁰
	Mean	SD	Mean	SD		
All Modules Combined	2.82	1.02	3.87	0.81	- 21.54****	1.08
Communication	2.52	0.98	3.43	0.93	-6.62***	0.99
Education	3.12	0.99	4.19	0.63	-7.14***	1.10
Employment	2.91	1.14	4.00	0.94	-7.024***	1.06
Entertainment	3.09	1.03	4.25	0.78	-7.79***	1.17
Friendships	2.48	0.93	3.68	0.80	-8.37***	1.26
Living Independently	2.75	0.92	3.82	0.66	-6.94***	1.05
Mental Health	3.23	0.75	3.91	0.61	-3.58**	0.76
Physical Health	2.78	1.00	3.91	0.73	-7.24***	1.11
Romantic Relationships	2.64	1.06	3.75	0.75	-8.26***	1.24
Self-Advocacy	2.86	1.11	3.82	0.82	-8.491***	1.27

Across all ten modules, there were 18 individual self-efficacy questions that asked participants their level of agreement for the statement “*I am confident I know how to [insert module skills]*”. The frequency of the pre- and post-module ratings for each of the self-efficacy questions for the modules are shown in Appendix 7. Table 12 shows the individual self-efficacy questions for each of the module topics and provides the pre- and post-module means. As can be seen, all post-module means were higher than the pre-module means suggesting that many participants provided ratings that reflected improved self-efficacy and this occurred for all module topics. The pre- and post-module confidence means for the individual questions were compared using paired samples t-tests. As can be seen, all mean improvements were statistically significant, with the Cohen’s *d* values generally indicating large effects; this suggests that the improvements in self-efficacy were meaningful as well as statistically significant. The four questions with Cohen’s *d* effect values that fell below the 0.8 criterion were re-examined using Wilcoxon signed-ranks tests, with all confirmed as statistically significant: “*I am confident I know how to communicate with people I know (e.g., family and friends)*” [$Z = -2.80$ $p = .005$], “*I am confident I know how to transition to living independently*” [$Z = -2.84$ $p = .004$], “*I am confident I know how to maintain or improve my current mental health and wellbeing*” [$Z = -2.86$ $p = .004$], and “*I am confident I know how to make decisions for myself*” [$Z = -2.64$ $p = .008$].

¹⁹ * $p < .05$, ** $p < .01$, *** $p < .001$

²⁰ Cohen’s *d* effect size interpreted using 0.20 = small effect, 0.50 = medium effect, and ≥ 0.8 is a large effect

Table 12 Pre- and post-module survey means and standard deviations (SD) and paired samples t-test results for the self-efficacy question “I am confident I know how to [insert module skills]”.

Module	Self-Efficacy (Confidence) Question ²¹	Pre-module		Post-module		<i>t</i> -statistic ²²	Cohen’s <i>d</i> ²³
		Mean	SD	Mean	SD		
Communication	I am confident I know how to communicate with people I know (e.g., family and friends).	3.14	0.89	3.73	0.83	-3.48**	0.74
	I am confident I know how to communicate with people I meet in my day-to-day life (e.g., acquaintances or strangers).	1.91	0.61	3.14	0.94	-6.24***	1.33
Education	I am confident I know how to access education programs (e.g., select and enrol in a course).	3.19	0.98	4.24	0.54	-5.97***	1.30
	I am confident I know how to benefit from an education program (e.g., learn new skills).	3.05	1.02	4.14	0.73	-4.42***	0.96
Employment	I am confident I know how to get a job.	3.14	1.04	4.32	0.57	-5.27***	1.12
	I am confident I know how to keep a job.	2.68	1.21	3.68	1.13	-4.58***	0.97
Entertainment	I am confident I know how to participate in leisure activities by myself.	3.73	0.88	4.50	0.51	-4.82***	1.03
	I am confident I know how to participate in leisure activities with others.	2.45	0.74	4.00	0.93	-6.86***	1.46
Friendships	I am confident I know how to maintain or improve my current friendships.	2.59	0.96	3.91	0.61	-9.57***	2.04
	I am confident I know how to make new friendships.	2.36	0.92	3.45	0.91	-4.29***	0.92
Living Independently	I am confident I know how to transition to living independently.	2.95	1.05	3.86	0.77	-3.58**	0.76
	I am confident I know how to live independently.	2.55	0.74	3.77	0.53	-7.08***	1.51
Mental Health	I am confident I know how to maintain or improve my current mental health and wellbeing	3.23	0.75	3.91	0.61	-3.58**	0.76
Physical Health	I am confident I know how to maintain or improve my current physical health and wellbeing.	2.78	1.00	3.91	0.73	-7.24***	1.11
Romantic Relationships	I am confident I know how to start a romantic relationship.	2.73	1.08	3.73	0.77	-5.07***	1.08
	I am confident I know how to maintain a current romantic relationship.	2.55	1.06	3.77	0.75	-6.63***	1.41
Self-Advocacy	I am confident I know how to speak up for myself	2.32	0.99	3.59	0.73	-5.78***	1.23
	I am confident I know how to make decisions for myself.	3.41	0.96	4.05	0.84	-3.13**	0.67

²¹ Rating scale: 1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly agree

²² **p*<.05, ** *p*<.01, *** *p*<.001

²³ Cohen’s *d* effect size interpreted using 0.20 = small effect, 0.50 = medium effect, and ≥ 0.8 is a large effect

In the pre-module surveys participants were asked to comment on the rating they provided regarding their confidence related to the module skills. Themes associated with the reasons provided by participants who indicated that they were “undecided” (19.5%) or “disagreed”/“strongly disagreed” (40.5%) that they were confident with respect to the module skills included:

- * Knowledge and/or experience (e.g., lack of knowledge and/or relevant previous experience with module skills; past failures and/or rejections related to the module skills; have knowledge but problems implementing or applying knowledge);
- * Fear (e.g., fear of failure, fear of disclosing autism, fear of speaking up or of making decisions);
- * Personal factors (e.g., poor mental health with concerns about anxiety, stress or burnout; poor physical health; lack of motivation or enthusiasm; poor self-esteem; ageing; impact of a disability; cultural barriers);
- * Contextual factors (e.g., confidence varies with familiar vs unfamiliar people or environments); and/or
- * Supports and/or services (e.g., don’t know where to access support; absence of suitable strategies to support use of knowledge and/or scaffolding to support learning or success; live in rural/remote area with limited support or services; unsure of suitable accommodations or how to access them).

Importantly, many of the factors reported by participants as limiting self-efficacy in the pre-module surveys would likely be addressed by the Autistics’ Guide to Adulthood module series (e.g., content that provides relevant background knowledge, strategies to support the application of knowledge, information about how to access relevant supports or accommodations, lived experience advice from others with autism etc) suggesting that the modules would positively influence participant self-efficacy. Based on the paired samples t-test results and as shown in Figure 7, improvements in self-efficacy were commonly reported after completing the modules, with fewer participants reporting in post-module surveys that they were undecided (19.5%) or disagreed/strongly disagreed (5.8%) that they were confident with respect to the module skills.

As in the pre-module surveys, in the post-module surveys participants were asked to comment on their confidence ratings. Reasons provided by the participants who reported that they “disagreed”/“strongly disagreed” that they were confident in their module-related abilities in the post-module surveys ranged from participants who felt they did not gain any benefit (e.g., as they already knew the information provided or were using the suggested strategies or they considered the content was not helpful or accurate) to participants who recognised some benefit from completing the module but who considered there were barriers to successful implementation (e.g., as they still needed support despite completing the module, they lacked an awareness as to how to put the information to use, and/or they experienced anxiety or lacked confidence in their abilities).

Example responses

“Already doing everything suggested so not confident anything will help.” [Em]

“I was surprised by the language that was used when discussing food (bad foods, junk foods, damaging to your body). As someone who is in recovery for an eating disorder (which affects Autistic people at higher rates than the general population) this language is extremely concerning.” [PH]

“My ability to maintain work is still a concern due to managing the demands and sensory overload, but the strategies are very helpful to get me started.” [Em]

“I know what I need to do, but not how to do it” [MH]

“I need a lot more knowledge and practice. I still need a lot of support and suggestions from helpers.” [SA]

“I struggle with the idea of moving out and likely won’t due to anxiety.” [LI]

Participants who indicated that they were undecided regarding their confidence in their module-related abilities made similar comments to those above (e.g., they had learned new information but either lacked the confidence or awareness of how to put the information to use) and additionally commented that they needed more time to absorb the information and/or had not had an opportunity to use the information and needed opportunities to practice.

Example responses

"I think it will take time to build my confidence but I certainly feel like I have the skills, I just need to practice more!" [SA]

"I'm not sure how confident I am until I can put it into practice, but I'm more willing to give it a go now." [F]

"Knowing the 'how to' does not always translate into doing it both correctly or successfully. At the same time, however, this module has helped, as it not only presented the 'how to' clearly overall, but broke down the different elements of communication into manageable pieces. This made it less overwhelming and more achievable." [C]

"I still doubt myself but have more informed knowledge now" [RR]

"This course has really helped me with communicating to new people and making acquaintances but I'm still learning and needing more practise to get better at communicating with close family members. I now know the steps I need to take and I'm actively working on them." [C]

The post-module responses of participants who reported improvements in their confidence (i.e., their confidence ratings changed from undecided/disagree/strongly disagree to agree/strongly agree) were reviewed. Responses from participants included that by undertaking the module they had learned new strategies to use, they had gained more knowledge about the module topic, had a greater awareness of resources and supports available, and/or the module had contributed to increased confidence to implement skills. Other participants also noted that the full benefit from undertaking the module will come with time and practice and by drawing on resources provided and suggested sources of support.

Example responses

"I feel a bit more confident in expressing my opinions than I did before" [C]

"I have taken notes during this course and written down the links provided so that I know where to enrol. I've also found it helpful the part about finding my passions and interests and how I can use them to expand my knowledge and enrol in courses that will be relevant and beneficial to me." [Ed]

"I've taken lots of notes on what I've learnt and I feel that I now have lots of places to search for work, as I didn't know where to look before." [Em]

"With the short lists of how to interact with groups, it's really helpful even if I'm anxious." [En]

"I think I've already improved on one friendship that was having a rocky patch." [F]

"I know the steps thanks to this module and I have been shown many different living arrangement options with pros and cons that I can weigh out and how to prepare for moving, such as getting used to the new neighbourhood and figuring out where the nearest places are such as doctors office etc." [LI]

"It reinforced what I already know and encouraged me to focus on the small steps I can do to improve my mental health, as opposed to waiting until everything falls apart." [MH]

"I am pretty confident, although sometimes I need a reminder - the booklet and module are great for that reminder." [MH]

"I know more so it's important and realising that gives a sense of purpose" [PH]

"The module gave really good tips about boundaries and knowing how much to contact someone" [RR]

"Knowing that speaking up for myself doesn't have to be done verbally is really helpful for me." [SA]

4.1.4.2. Post-module changes in confidence

In post-module surveys participants were asked to provide examples if they considered that their confidence related to the module area had changed. Some participants commented that their confidence had not changed as a result of doing the module. The following are examples of the responses received by these participants.

Example responses

"There hasn't been a change" [Ed]

"No, my confidence hasn't changed. Personally, I think I get better at this stuff with repetition. The first time I applied for a job was significantly more stressful than the last time and if I have to do more it will be even less stressful." [Em]

"I honestly feel so disappointed. I was cautiously optimistic about this guide and this module in particular. But it's the same old message ("act neurotypical") packaged in friendly, though still condescending, language." [En]

"Not so much confidence but I found myself feeling a bit overwhelmed at times with this module thinking about friendships and have I been getting them wrong all this time given the information presented." [F]

"I felt the module implied that improving my physical health is a simple task if I am just provided the knowledge of what is needed. In reality it is something I have struggled with my whole life due to a complex range of factors (trauma around forced physical activity, proprioception difficulties, chronic illness & chronic pain, all common for Autistic people). The difficulties I have had in improving my physical health have never been a lack of knowledge and the way the module presented the information reinforced the shame I feel about finding this extremely difficult." [PH]

Responses from participants who considered that their confidence associated with the module topic had improved are summarised in Table 13. As can be seen, participants reported improved confidence in a range of areas in each module and, as shown in some of the response examples, some participants reported improved confidence in multiple of the module areas.

Table 13 Areas of changed confidence and example responses for each of the module topics.

Module	Enhanced self-efficacy areas	Example responses
Communication	<ul style="list-style-type: none"> * Communication skills (e.g., tone of voice, facial expressions, body language, personal space, reading emotions) * Emotions (e.g., active listening) * Conversation skills (e.g., initiating conversations, conversation starters, small talk) 	<p><i>"I am more aware of focussing on listening and facing people when talking. I have a little more confidence in giving verbal communication a try and will try to write down some conversation starters."</i></p> <p><i>"...my confidence has risen as a result of completing this communication module, as it has made me more self-aware about how I sound when interacting with others."</i></p> <p><i>"I feel a bit more confident that I can understand body language and tone of voice better. I was able to detect a sarcastic comment made without taking it literally."</i></p> <p><i>"I've only talked to my partner since completing the module, but I've been trying to get their help to understand facial expressions on television shows."</i></p> <p><i>"I've learnt about good ways to come up with topics for conversation and how to not overtalk too much and make sure the other person gets time to talk."</i></p> <p><i>"Generally, I feel like I know what I am supposed to do now, like taking a step or two back when I am feeling too close to someone."</i></p>
Education	<ul style="list-style-type: none"> * Where, when & how to get help * Applying for supports & concessions * Study strategies * How to apply & enrol * Accessing reasonable study accommodations * Undertaking extracurricular activities * Financial support 	<p><i>"I'm more confident in knowing where to go to get help with concerns and I may in future be able to access some of this help ... it gives hope"</i></p> <p><i>"I feel as though I have some new ideas and tips on how to gain more knowledge or work more effectively. When using some of these skills for study I found them helpful."</i></p> <p><i>"I have more knowledge on how further education actually works (i.e. lectures, study times, how/ when to talk to lecturers), which gives me more confidence in applying as it feels less unknown."</i></p> <p><i>"My confidence in my rights to reasonable adjustments has increased, and access has increased because I am now aware of more options."</i></p> <p><i>"I know which websites to look on and what requirements from disability support services I can ask for to help me."</i></p>
Employment	<ul style="list-style-type: none"> * Applying for a job (i.e., resumes, cover letters, interviews) * Workplace modifications * Sources of support * Workplace rights * Where to find employment including autism friendly employers * Self-advocating for needs * Disclosure * Work/life balance * Advantages of autism * Keeping a job 	<p><i>"I feel more confident in sharing my diagnosis and discussing accommodations to be able to maintain working"</i></p> <p><i>"I now have a good idea of what I can say during an interview which is something I had trouble with before. I know how to make a resume and how to disclose to my employer that I'm autistic if I'm having any trouble all these things will help me get and keep a job."</i></p> <p><i>"My confidence in getting a job has mostly stayed the same. My confidence in keeping a job has increased a tiny bit as I have learned/revised from the module about being respectful and helpful around the office (e.g. helping out in the office kitchen, something I did not do in my first job!)."</i></p> <p><i>"I have a better idea of my rights and what constitutes bullying. But also, what I should say that paints autism in a positive light and that it can actually be viewed by others based on my strengths."</i></p> <p><i>"I have written a cover letter and actually submitted an application for a job since doing the module. Whilst I have had external support with this, the module was very helpful for me to complete these tasks."</i></p> <p><i>"Knowing that I am not broken just different means I now know what types of jobs to look for and behaviour to avoid more."</i></p>
Entertainment	<ul style="list-style-type: none"> * Finding & joining particular activities (e.g., online, solo, or group activities) * Meeting group expectations 	<p><i>"I feel like I feel less unsafe trying to engage in some of these things as there are lots of ideas on different ways to engage. This gives me confidence in finding activities/groups that I can attend while still accommodating my needs."</i></p> <p><i>"It has shifted my perspective on participating in leisure activities, from being very overwhelmed and unsure on what to do or how to do it, to feeling more centred and in control. It was unbelievably helpful to have different options layered out with steps to</i></p>

	<ul style="list-style-type: none"> * Accommodations * Communication & social interaction 	<p>get to what you want. The scenarios of what to expect and how to respond, I feel, where the most helpful to increasing how prepared I feel I am. A lot of these things most people expect you to just magically know or understand but no one actually explains how to do these things step by step, so you end up just going through life not participating because no one explained to you how to and you don't want to be made to feel stupid by asking something that it seems everyone else just knows."</p> <p>"Now, I feel more confident in exploring a wider variety of activities. For instance, I've tried my hand at different sports, attended local music events, and even ventured into creative hobbies like photography and hiking."</p>
Friendships	<ul style="list-style-type: none"> * Social/communication skills (e.g., initiating conversations, body language,) * Forming friendships * Maintaining friendships (e.g., friendship expectations, making time for friends, staying in contact, showing empathy) * Friendship groups (e.g. joining group with similar interests) * Mending friendships * Feelings and emotions 	<p>"I do feel like, as analytical and report like, some pages were - having it spelled out for you what friendship actually is was really helpful. I teach children and I'm constantly trying to help them navigate relationships all while they are something I struggle with myself. Having it written in black and white, dot points put words to a process that I know is so much more than that because feelings and emotions are involved, but for my mind it helped to ease that initial anxiety I have about trying to work out what on earth my relationship is with some people. The levels of friendship helped me to compartmentalise people and even that makes me feel less pressure about how I interact with them because now I know that it's okay to be 'different' or not pour as much of myself into those interactions and relationships because that's not what society necessarily expects."</p> <p>"I have learnt that body language is a very big component in whether people will feel open and willing to communicate with you. I have come to realise that my closed off body language make people assume that I do not want to talk to them. Before this module I had not really considered this."</p> <p>"I'm a bit more confident around 'is it my fault or their fault' or 'is this person a friend, an acquaintance or other' and 'is it ok to say no' or 'is it my turn to call' etc. I also understand that I am often sending signals that I don't want to be friends or better friends, eg I almost never go to the party you invited me too or catch up for that lunch etc but I'm making more of an effort. I went to my friend's mum's funeral because I wanted to show her support. I know I felt supported when several of my friends came to my dad's funeral and when I said I was coming she was so happy she cried. I didn't realise she wanted me to be there that much and I know she felt supported and it has improved our friendship. Prior to doing this module I wouldn't have gone. So, I feel really good about that."</p>
Living Independently	<ul style="list-style-type: none"> * Getting support * Evaluating different independent living options * How to buy a house (e.g., grants, saving) * Independent living skills including cooking, meal planning, shopping, household cleaning and tasks. * Personal and self-care skills * Organisational & time management skills * Financial management * Home maintenance 	<p>"I can see I need help with money management and personal care and being safe in decisions .. I am more confident in knowing where to ask for those needs. I have asked autism Qld to help and they have put me in right direction for getting help with filling out the NDIS and occupational therapy"</p> <p>"I feel the same about being able to afford my own place, I definitely won't be able to just yet but I feel more confident in my knowledge of how to find the nearest place to stay and what type of housing will be best for me. I also feel more confident in my knowledge and ability of self-care. I've been getting better at it recently and this module has encouraged my efforts to keep going."</p> <p>"When my mother went to [city] and left me alone for a week recently, I felt okay living alone by myself and part of that may be attributed to this module. I did some clothes washing while she was away, I did the dishes, vacuumed before she got back."</p> <p>"My confidence has increased as I now better understand as examples were provided such as the cleaning schedule that actually lists what may/should be cleaned at specific frequencies (opposed to the usual advice of 'clean regularly' without direction on what or how often to clean them!). Also, the actual steps to owning a home being laid out in an easy to follow and understand way, with examples of what to expect/what will happen will really help me :)"</p> <p>"Since doing the module I have cooked a meal for my family and plan to do it again. The module has given me ideas to what I should doing to better prepare myself for transitioning to independent living."</p>

Mental Health	*	Supporting mental health	<i>"Having the reminder of who to talk to when I am struggling was helpful, and thinking about what I could try in the future has boosted my confidence."</i>
	*	Recognising mental health concerns.	<i>"I am more confident that I am able to maintain my mental health better when it is good and take steps sooner if I feel it is declining."</i>
	*	Getting help & support	<i>"It has given me greater confidence to continue and not give up even though it seems like it's a very long road."</i>
	*	Having a mental health first aid list	<i>"It has reminded that reaching out to a network of support is important."</i>
	*	Having a mental health plan and getting support	<i>"Provided with other online resources I wasn't aware of."</i>
	*	Self-help (e.g., courses, apps)	<i>"I now know how to support someone struggling with mental health, and how to support myself"</i>
Physical Health	*	Healthy eating & drinking practices	<i>"Feel more motivated as it broke things down into an easy to read/follow format and no longer feels really overwhelming."</i>
	*	Increase exercises & physical activity	<i>"My confidence has definitely gone up since learning more about physical health. I have more ideas on how to meet my nutritional needs whilst accommodating for my eating aversions and sensory issues, and I am more confident in ways I can exercise more."</i>
	*	Strategies to reduce exercise barriers	<i>"I now have methods for upkeeping physical health and hygiene, I am attempting to use the teeth brushing encouragement suggestions and searching for social classes or outdoor activities to encourage more exercise."</i>
	*	Getting help (e.g., seeing a doctor)	<i>"I'm drinking more water ... I'm watching my sleep routines and I'm trying to make a note of what I eat. I'm pushing through with walking and have written down about looking for physical weights. It's been hard last couple weeks as I've been sick and don't feel like much exercise or being around people."</i>
	*	Sleep strategies	
	*	Personal hygiene practices	
	*	Responsible alcohol	
Romantic Relationships	*	Maintaining a relationship (e.g., communicating)	<i>"A little increase in confidence. Especially seeing it all set out in a logical way makes it seem achievable"</i>
	*	Getting to know yourself	<i>"I have changed my prospective while talking to a girl and have made her feel more happy by saying positive affirmations"</i>
	*	Love languages	<i>"I am not as worried about doing things incorrectly, within my relationship, and potentially upsetting my partner."</i>
	*	Where to find someone to date	<i>"I'm still lacking confidence because so much relies on initial conversation and being able to read people, both of which I struggle with. However, this module was helpful in helping me see that there are options beyond dating apps (which are my idea of hell), and reminded me about love languages."</i>
	*	Dating	<i>"The module helped me to reflect on my own preferences and needs in a romantic relationship and how these relate with my partner's preferences and needs. The module also helped me to reflect on issues I have gone through in past relationships and how much my life and relationships have improved over time with the right partner. I was able to reflect positively on my current relationship and recognize that I am in a fulfilling, safe and supportive relationship now. This has increased my confidence in maintaining my current relationship."</i>
	*	Making it work	
Self-Advocacy	*	Recognising your self-value & rights	<i>"I have been able to try asking for consideration from someone if they could turn their noisy radio down. I am starting to write down if I need to address a problem and it makes me more confident if I have to say something difficult."</i>
	*	Accessing advocacy support/resources	<i>"I feel like I have a better understanding of how to go about the process of self-advocating. The whole process of working through the module and thinking deeply about myself and my needs was eye opening and made me realise I have more skills than I thought!"</i>
	*	Strategies to self-advocate (e.g., scripts)	<i>"Just knowing I'm on the right track now with information to seek .. asking for help from my doctors and my specialists isn't going to be so hard .. I know I can advocate and keep asking for my needs to be met .. I know it's ok to change things if it doesn't suit my needs .. not feel embarrassed as I have needs"</i>
	*	How to self-advocate	<i>"With the knowledge gained from the module, I now approach career choices with a more systematic and confident mindset. I consider my values, evaluate potential outcomes, and take calculated risks, leading to more fulfilling and purpose-driven"</i>
	*	Self-advocacy in different environments (e.g., the workplace, medical settings)	

* Workplace accommodations	<i>career decisions. And I feel more confident in addressing challenges and making choices that align with my long-term goals."</i>
* Assertive communication strategies	<i>"There's only been a couple of days since I completed the module, so it's more about plans to do things differently, rather than live examples. Today I'm going to put some things in my diary to address, eg. 1 hour next Tuesday to pursue getting some equipment I need with the NDIS."</i>
* NDIS & self-advocating	

4.1.5. Post-module application of learning

Post-module survey questions were utilised to understand participant intentions to apply their learning after completing the module. The post-module surveys asked participants about their motivation to make use of the knowledge and skills acquired from completing the module and whether there had been any opportunities to implement anything they had learnt from completing the module and how successful these attempts had been.

4.1.5.1. Post-module motivation to apply learning

The motivation to transfer learning question included in the post-module surveys asked participants to provide a rating for the statement *"I am motivated to make use of the suggestions from this module"* using a five-point rating scale (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree). The decision to ask about motivation to transfer learning was made as post-module surveys were completed within a two-week period after the module had been completed, this meant many participants would not have had an opportunity to apply the knowledge/skills gained during the course at the time that they completed their post-module survey.

As shown in Figure 8, participants responses showed they were generally keen to use the suggestions learned in the modules, with 76.8% of participants responding that they "agreed" or "strongly agreed" that they were motivated to make use of the suggestions in the module. A mean motivation value of 3.95 (SD = 0.94) was obtained for all modules combined, which falls close to the "agree" category. Figure 9 shows that levels of motivation were relatively consistent across the module topics, ranging from 3.61 (Physical Health module) to 4.24 (Education module).

Post-module statement: I am motivated to make use of the suggestions in this module.

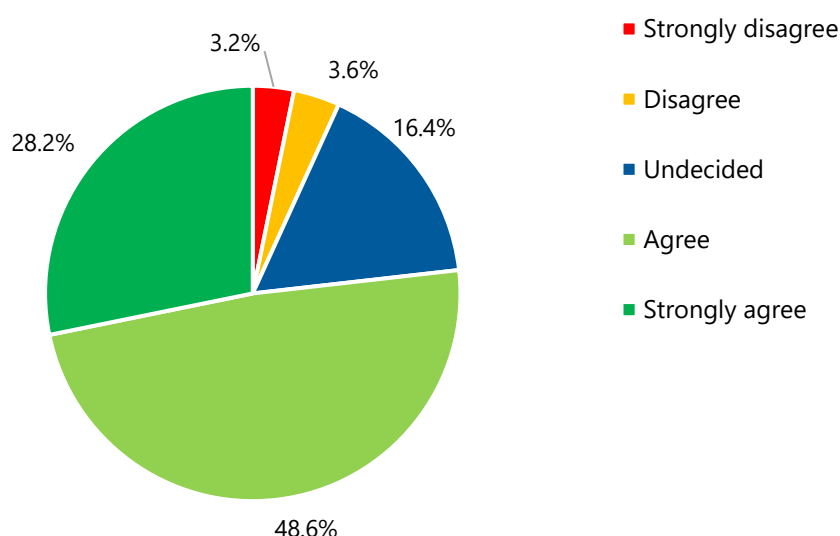


Figure 8 Frequency of participant responses to the question "I am motivated to make use of the suggestions from this module" for all modules combined.

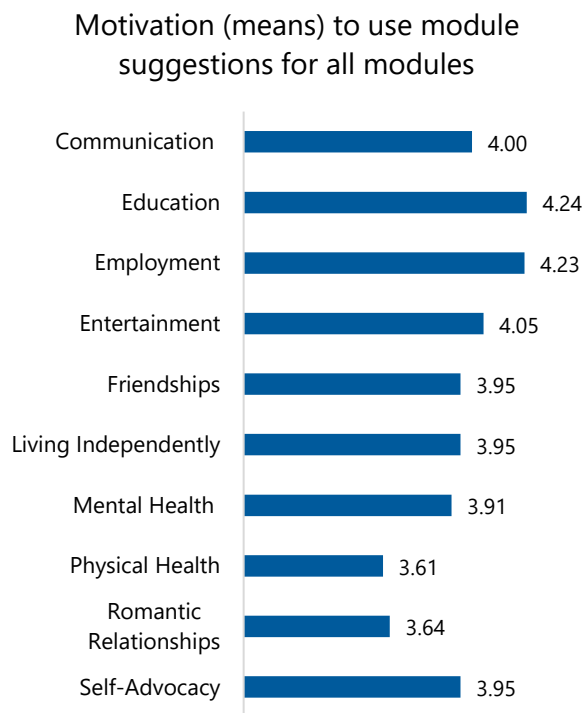


Figure 9 Mean motivation values for each of the ten Autistics' Guide to Adulthood modules for the question "I am motivated to make use of the suggestions from this module"

Qualitative responses from participants were examined to understand participants' intentions regarding applying the module knowledge. Participants who responded "disagree" or "strongly disagree" (6.8%) to the statement "*I am motivated to make use of the suggestions from this module*" provided reasons that included: the information was too basic and they did not learn any new knowledge or strategies; the module did not address their particular needs; they lacked motivation to apply the suggestions; the opportunity was not currently available to use the suggestions; and/or the modules lacked autistic-specific suggestions or involved learning that encouraged imitating neurotypical behaviours.

Example response

"I felt this module was all about "how to be neurotypical". I've spent my life masking, have had multiple severe Autistic Burnouts because of it, so being encouraged to participate by acting like NTs is hurtful. Work with our Autistic Traits, not against them." [En]

"I don't feel the suggestions were tailored to the challenges that Autistic people face. The sleep recommendations for example were not aligned with the findings on PDA profile and sleep <https://www.pdasociety.org.uk/wp-content/uploads/2022/06/PDA-Sleep-1.pdf>" [PH]

"Module was too basic and wasn't realistic about how others behave." [C]

"Already doing them and not helpful" [Em]

"The content suggested wasn't new to me although I think the suggestions were helpful." [MH]

Responses from participants who rated that they were "undecided" (16.4%) about their motivation to transfer the learning provided similar responses to those above and in addition some commented that they were unsure about how best to proceed with implementing the module suggestions, they had motivational problems, and/or had no need or circumstances in which to implement the learning at that point of time.

Example responses

"I feel motivated at the moment but then I know I have felt motivated previously until any opportunity came up. I have a very limited amount of time to myself where I am able to work on any of this sort of thing (I have been doing the module while my kids have been in bed), but I am still going to try and make an effort" [MH]

"I have only just completed the module. I now require time to process and consider a number of different options." [Ed]

"There are some things I'd like to try but working out how to implement them for myself and then following through is the difficult part" [SA]

"I struggle with motivation in general. This is a me thing, not a module thing." [RR]

'I am, but the framing that neurodiverse people have to alter and mask themselves to be seen as appropriate to neurotypical society is not helpful advice and can be harmful to some autistics.' [C]

"Not sure we're to start. I would have to analyse my situation to find we're to start." [LI]

"The information isn't new to me. Don't have the need to yet but will when dealing with Centrelink and the NDIS." [SA]

Participants who rated that they "agree" or "strongly agree" that they were motivated to use the suggestions in the module were asked to comment on the suggestions they were most motivated to use. Table 14 provides a summary of the suggestions that participants reported they were motivated to use with examples of participant responses. As can be seen, participants were motivated to use suggestions across a broad range of areas within each of the modules and some participants, as shown in some of the example responses, noted that they were keen to use multiple or all the module suggestions.

Table 14 Module learning that participants were motivated to transfer for each of the module topics.

Module	Module learning areas motivated to use	Example motivation to transfer learning responses
Communication	<ul style="list-style-type: none"> * Tone of voice * Body language * Small talk * Reading emotions * Active listening * Conversation skills * Conflict resolution * All module areas 	<p><i>"I am motivated to make use of the suggestions for dealing with and communicating emotions, and communicating and processing conflict using the conflict resolution steps and I will definitely be utilising the suggestions from the module the next time an emotional/conflict situation arises."</i></p> <p><i>"I do like talking to new people and finding out interesting things about them, so I think I will enjoy introducing myself and using the conversation prompts."</i></p>
Education	<ul style="list-style-type: none"> * How to apply & enrol * Choosing a program * Managing anxiety, stress, and burnout * Applying for supports & concessions * Healthy study habits * Study strategies (e.g., note taking) * Planning and scheduling study * Understanding your learning style * Staying motivated * All module areas 	<p><i>"How to seek support, how to apply for access plan at TAFE, how to say no / organise time, and my learning style."</i></p> <p><i>"Advice about how to ask for assistance if struggling rather than simply dropping out."</i></p> <p><i>"The section about healthy study habits, and note taking were particularly relevant and helpful. And also, how to apply was super helpful and I will be using that knowledge very soon."</i></p> <p><i>"Seeking help, looking for supported pathways knowing its ok."</i></p> <p><i>"I am most motivated to look into 'burnout' and to seek help with managing it."</i></p>
Employment	<ul style="list-style-type: none"> * Applying for a job (i.e., resumes, cover letters, interviews) 	<p><i>Asking for reasonable adjustments, asking for an alternative to interviews such as providing an example of work, completing work experience or volunteering to determine what kind of role is suited to me</i></p>

	<ul style="list-style-type: none"> * Recruitment & workplace modifications * Where to find employment including autism friendly employers * Self-advocating for needs * Disclosure * Work/life balance * Advantages of autism * Keeping a job fulfilling * Working from home * All module areas 	<p><i>I really like the tips for writing a good resume and cover letter, I now have a base to work from and I know how to be effective and professional. I feel really motivated to start narrowing down more job options and taking it more seriously.</i></p> <p><i>The suggestions from the 'How to keep your job fulfilling' section are good and I am motivated to use them once I have a job. (They are also useful in everyday life.) The disclosing autism during the job application phase and tough interview question sections are very useful and I would be motivated to use them once I start job searching late this year/early next year.</i></p>
Entertainment	<ul style="list-style-type: none"> * Finding & joining particular activities or groups * Sustaining group relationships * Meeting group expectations (e.g., being on time, remembering names, staying in contact, being reliable) * Communication, social interaction & friendship related suggestions (e.g., making & keeping friends, engaging with others) 	<p><i>"The checklist about sustaining relationships. Making sure I'm on time and present. Also, making time to keep in contact with others more regularly. Using the process to figure out some more things I am interested in doing will be used in the future. I am time poor at the moment."</i></p> <p><i>"Want to implement what I've learned when rekindling my hobby of playing music with others."</i></p> <p><i>"Trying to remember names! Informing the group if I can't make it. Hoping that I will be less anxious the more I attend."</i></p>
Friendships	<ul style="list-style-type: none"> * Social/communication skills (e.g., small talk, body language, starting/maintain conversations) * Forming friendships (e.g., finding people with common interest) * Maintaining friendships (e.g., making time for friends, staying in contact, showing empathy) * Establishing barriers * Friendship groups (e.g. joining group with similar interests) * Mending friendships * All module areas 	<p><i>"Not oversharing when I meet new people (they don't need to know everything); putting in more effort to develop/maintain friendships (consistency); joining groups based on my interests to meet people similar to me; setting boundaries and communicating these so they are clear; communicating why I may need space and time away from others for prolonged periods due to social burnout"</i></p> <p><i>"Asking questions about other peoples' interests. Being more supportive. Giving friends time to reciprocate and or showing them I care about them even though I don't always need them to do that for me, I'm learning they do need that."</i></p> <p><i>"Doing activities to find likeminded people, regularly messaging friends."</i></p> <p><i>"1. Apologising in the right way, this is a point of friction between me and my husband. 2. Joining groups. 3. Remembering the triangle of friendship."</i></p>
Living Independently	<ul style="list-style-type: none"> * Evaluating different independent living options * How to buy a house (e.g., grants, saving) * Independent living skills including cooking, meal planning, shopping, household cleaning and tasks. * Personal and self-care skills (e.g., nutrition) * Organisational skills * Financial management (e.g., saving money, budgeting) * All module areas 	<p><i>"The two suggestions I can actually think of from the Module are: the Shopping List one. Very useful. My mother actually taught it to me first I just like the way it was visually laid out in the module more. The suggestions around which types of accommodation might suit me depending on what I need is useful and I might use that in the future."</i></p> <p><i>I'm looking to do some cooking more often to expand my cooking skills. I also want to start making a daily list of things I have to do so I can be better organized.</i></p> <p><i>I've found the print out page very helpful that I can write down what kind of living arrangements I want, my skills, support needs etc. This can help me better visualise my life goals. Also, I'm motivated to work on my daily living skills and get better at transportation methods as well as better budgeting plans.</i></p>
Mental Health	<ul style="list-style-type: none"> * Supporting mental health (e.g., relaxation, exercise, meditation, sleep, disclosure) and having a mental health first aid list * Recognising triggers/warning signs * Having a mental health plan and getting support * Emergency plans * Choosing therapy, interventions & treatment 	<p><i>"Trying multiple avenues to improve mental health at once, therapy, apps, health, connection, disclosure"</i></p> <p><i>"Making a mental health first aid list, breathing exercises, physical exercise, better diet, sleep quality improvement"</i></p> <p><i>"I am going to make a personal plan so that those around me are able to support me better. I am going to try a different form of therapy as medication and talk therapy have not been helpful and I have been offered art therapy. I am going to keep a diary to try and identify what triggers my anxiety and I am going to try the visual schedule idea."</i></p>

	* Maintaining a healthy lifestyle	<i>"Prioritising mental wellness with daily practice of meditation, yoga, walks, and encouraging the same in my children."</i>
	* Self-help (e.g., courses, apps)	
Physical Health	* Healthy eating & drinking practices	<i>"I think that in terms of thinking about what I eat is something that I'm going to consider more so that I can get into healthy habits without overeating or getting so regimented that I become obsessed with it."</i>
	* Increase exercises & physical activity	<i>"Drinking more water, using techniques to brush my teeth more, involving more exercise into my life"</i>
	* Strategies to reduce exercise barriers	<i>"I think using apps to help monitor my steps is great. I also plan to use YouTube videos for at home workouts."</i>
	* Sleep strategies	<i>"Sleep hygiene strategies. Restarting small walks on regular basis."</i>
	* Personal hygiene practices	
	* Responsible alcohol	
Romantic Relationships	* Maintaining a relationship (e.g., communicating, compromising, ensuring relationship longevity)	<i>"I'm most motivated to use the suggestions on compromising and acknowledging my partners needs and wants."</i>
	* Getting to know yourself	<i>"I going to start a profile on a dating app, the strategies and tips will be very helpful and I'll refer back to the module if I need it."</i>
	* Love languages	<i>"Reflecting on my own preferences and needs from a romantic relationship, reflecting on love languages and conflict resolution."</i>
	* Where to find someone to date	
	* Asking someone for a date	<i>"To be brave and just talk to people, and ask them for a date."</i>
	* Dating	<i>"Trying to communicate in a healthier way."</i>
	* Living together & making it work	
	* Disagreements & conflict resolution	
Self-Advocacy	* All module areas	
	* Recognising your self-value & rights	<i>"Making a plan, taking someone with me. Also, self-disclosing to some of my colleagues so that when I need to advocate for myself it's easier."</i>
	* Accessing advocacy support	
	* Strategies to self-advocate (e.g., social scripts, meeting plans)	<i>"All of it really but mostly just the planning of a meeting for advocacy and using strategies to stay in control."</i>
	* Getting support to self-advocate (e.g., autistic networks)	<i>"Planning and decision making before being confident to advocate, understanding the reasoning behind why it is so important."</i>
	* Self-disclosing	<i>"Mostly around how to have the discussion with relevant people who can support you in making accommodations."</i>
	* Self-advocacy in the workplace	
	* Workplace accommodations	<i>"Remembering that I have value and have a right to have my needs met."</i>
	* Assertive communication strategies	<i>"The ones related to advocacy in the workplace."</i>
	* NDIS & self-advocating	
	* All module areas	

4.1.5.2. Plans to use module knowledge

In post-module surveys participants were asked *"Is there anything you plan to do differently in your life as a result of doing this module?"* Responses to this question have been considered in terms of the individual module topics.

Communication module: Only two of the 22 participants who completed the Communication module indicated that they did not plan on doing anything differently in their life as a result of doing the module. Responses from other participants indicated intentions to practice and utilise specific skills and strategies from the module (e.g., monitor tone of voice, be more aware of facial expressions and body language of self and others, try to make small talk, be observant of others' emotions). Three participants noted that they intended to repeat the Communication module to revisit the material and continue their learning. One participant indicated that they intended to share the Communication module with others who may also benefit from the module.

Example responses

"The Autism-specific content provided in the Communication module, ESPECIALLY the personal examples and quotes from other Autistic people, was relevant and validating to me. This made the content more meaningful and easier to connect the learnings to myself in the real world. So, I will keep revisiting the learning content of the module so I can revise and practice developing my communication skills. I will also be continuing my

learning and development by working through the other modules on Autistics' Guide to Adulthood. I will also share the Autistics' Guide to Adulthood with other Autistic people I know who would also benefit from the modules. This will allow the opportunity to discuss the content, learnings, perspectives, and practical applications with others who are also Autistic and this will enhance my own learning, understanding, and development. This will also help to boost my practical application of the skills in the real world."

"Yes. The module made me realise that my speaking style comes across as monotonal and often blunt and slightly aggressive. I truly never realised this before. The article included with the study where the person said they were frequently pulled up by a family member for the way they spoke really resonated with me. Since completing the module, I am making a real effort to watch how I speak to people. I am also being more mindful of the body language I display when talking to people."

"I am going to make a very conscious effort to monitor the facial expressions and body language of people I'm talking to. I'm also going to practice the WORM strategy."

Education module: Four of the 21 participants who completed the Education module indicated that they did not plan on doing anything differently in their life as a result of doing the module. Responses from other participants indicated intentions to: seek more help (e.g., to enrol in a course or for their existing course); apply for a course (e.g., at TAFE or university), apprenticeship or traineeship and consider flexible and/or online opportunities; and utilise study suggestions and strategies (e.g., to reduce procrastination or burnout).

Example responses

"Yes, I will make contact with student advisors. I think I can ask for help now as I know they won't think I am not good enough to study by asking."

"Yes, I'm planning to enrol in a Grad Dip, I didn't really know what it was before."

Actually yes, I found the education module very helpful and well written which was really helpful for me to take on board all the information. I feel a lot more confident in my abilities now to go through the stages of accessing higher education and I also feel better about managing study and life so I can balance them both well"

Employment module: Only two of the 22 participants who completed the Employment module indicated that they did not plan on doing anything differently in their life as a result of doing the module. Responses from other participants indicated they already had or intended to: seek specialist job seeking support (e.g., for cover letters, resumes, job opportunities); look for work opportunities (e.g., volunteer work, work experience, new job, work from home opportunities, with autism-friendly employers); use the skills and suggestions from the module (e.g., for writing cover letters and resumes, for interview preparation, achieve a satisfactory work-life balance and a fulfilling career); disclose their autism during recruitment or to existing employers and seek workplace accommodations and/or consider ways that their autism may benefit their employer. One participant noted they intended to revisit the Employment module, and particularly the 'keeping your job' section of the module.

Example responses

"I am more aware of options available to me - I have reached out to CBS [Community Bridging Services Inc] to help me find employment."

"I'm about to start a new job - will start off by identifying my strengths to new employers and highlight to them the benefits of allowing me to lean into these. Will use the info on disclosure to plan out a strategy if and when I do disclose my disabilities (and ask for accommodations)."

"I think I might disclose my autism to my employers if it becomes important to do so. In the past I would think it not important to disclose my autism to certain employers (except my last job at an autism related employer) so

now I will. I will also review the Keeping a Job section once I get a new job as I want to keep jobs for as long as possible (if they are good quality and fit me well but even then, any job is a good job right now, I am kind of desperate!)."

Entertainment module: All 22 participants who completed the Entertainment module indicated that they were planning to do things differently in their life as a result of doing the module, although two participants did indicate they were uncertain about what exactly that would be. Responses from participants indicated they intended to seek out activities and opportunities (e.g., face to face groups, online groups, or activities) and/or use suggestions for successful participation in groups (e.g., remembering names, asking questions). One participant did indicate that while they considered that the module did provide some ideas, they felt that suggesting the use of neurotypical behaviours was disappointing.

Example responses

"The module gave me some ideas, but overall, I found this module disheartening. It was very much 'here's how to act Neurotypical so you can join in activities'. Most of us have had a lifetime of that so it's really not encouraging to read 'be on time, remember names, be consistent', and other behaviours that are valued by NTs."

"Yes. Reach out to others in order to pursue interests I already have (mainly through people at work). Also, I plan to build some relationships I already have through my child's homeschool group."

"I am more confident in my ability to seek out and join a group activity. I plan to find a group, initially online, and then in person."

Friendship module: Only two of the 22 participants who completed the Friendships module indicated that they did not plan on doing anything differently in their life as a result of doing the module. Responses from other participants indicated they had already or intended to: find new friends (e.g., through joining a group or activity, shared interests or hobbies) and/or focus on improving or maintaining existing friendships (e.g., through effective verbal and non-verbal communication, listening, showing empathy, staying in contact, showing an interest).

Example responses

"I have joined a Facebook group hoping to find other autistic people my age. I plan to look for friends who have shared interests or hobbies so we have something to talk about."

"Yes! So much! I'm trying harder to listen better and be a more supportive friend. I'm trying to take a better interest in my friends' interests and feelings and trying to be more encouraging about their achievements etc."

"I plan on looking at joining a local gym - not only for my mental wellbeing but also to possibly meet some new people. I feel that is an environment I can have a bit more control around meeting people. I'm also looking differently at the people I currently call friends and the ways I interact with them by considering whether they're acquaintances, friends or best friends rather than lumping everyone into the same category and having similar expectations of them."

Living Independently module: Only two of the 22 participants who completed the Living Independently module indicated that they did not plan on doing anything differently in their life as a result of doing the module, although one other participant was not sure what they would do differently. Responses from other participants indicated they had already or intended to: investigate different independent living options (e.g., research different living options, get NDIS support, start saving money); start to build skills to transition to living independently (e.g., learn to cook, do washing); use strategies provided in the module to improve independent living capacity (e.g., using cleaning, shopping and budgeting templates); making accommodations within the home to support successful independent

living; and/or seeking help from others to maintain independent living. One participant also indicated that they had used the material from the module to teach their autistic children the skills for independent living.

Example responses

Yes. I plan on using the budget/shopping/cleaning schedule templates from the module as I think they will definitely come in handy!

“Seek support and make accommodations in my home to make it more autism friendly.”

“I plan to help with cooking and clean my clothes more often to improve my skills.”

Mental Health module: Six of the 22 participants who completed the Mental Health module indicated that they did not plan on doing anything differently in their life as a result of doing the module, although two also commented that the information was a useful refresher. Responses from other participants indicated they had already or intended to: seek additional support or therapy (e.g., find a psychiatrist or psychologist, seek NDIS funding, investigate Medicare options, seek online supports, investigate different therapy options); find ways to improve their mental health (e.g., engaging in activities or hobbies, breathing exercises, meditation, using the module downloadable guide, improving sleep, maintaining a healthy diet); and seek workplace accommodations to reduce stress.

Example responses

“Since completing it, I have implemented family meal time instead of everyone eating in their rooms while on electronics. I am spending less time on devices especially in the evening, instead I am trying to teach myself water [colour] painting and I am going to make an appointment with my GP to get help with my NDIS application.”

“Try to incorporate the breathing techniques when feeling anxious or depressed, and to aim for a healthier diet, with more exercise. Sleep, or lack of it, is a concern for me, so that is something I’ll continue to work on.”

“I plan on using the downloadable guide, and some of the key links to keep me on track.”

Physical Health module: Five of the 23 participants who completed the Physical Health module indicated that they did not plan on doing anything differently in their life as a result of doing the module. Responses from other participants indicated they had already or intended to: planning for and undertaking regular physical activity (e.g., walking); finding sources of support (e.g., identifying a trusted health professional); eating a healthy diet and drinking responsibly; improving sleep; and lose weight. Two participants noted that they intended to revisit the Physical Health module, and particularly to maintain their motivation.

Example responses

“Think more about the barriers to implementing good physical health and ways to address them- cooking healthier foods and exercising more”

“Since doing the physical health module, I have made goals to do more walking in my life, and start going to the gym my mother and brother go to. I have more ideas on how to meet my nutritional needs through information provided, one of which being incorporating nuts and seeds as a snack”

“This module has solidified my feelings of not really wanting to drink, I know how to drink safely now if I want to do so, which I don’t particularly. I also want to eat more fish and nuts and sleep better.”

Romantic Relationships module: Three of the 22 participants who completed the Romantic Relationships module indicated that they did not plan on doing anything differently in their life as a result of doing the module, and two other participants noted that they were not sure yet what they planned to do differently. Responses from other participants indicated they had already or intended to: act to improve or maintain their relationship (e.g., be

considerate of partners feelings, be supportive of their partner, manage disagreements more effectively, take more interest in their partner, have regular dates with their partner); take time to allow relationships to develop; understand what they want from a relationship; and/or find someone to date (e.g., join a dating app, participate in social activities). Two participants noted that they intended to revisit the Romantic Relationships module for ideas in the future.

Example responses

"Yes. I plan to consider my partners feelings more than I have previously and I plan to suggest a compromise whenever we have a disagreement about something."

"I plan to look over the module again and find things I can implement one by one. I am sure there are a few, especially in the disagreement section."

"I am going to attempt to engage with other people more and use the information to help me. I know I need to be better at showing interest in what interests other people too, so I will work on that. I also am going to try and remind myself that I don't need to keep interacting with someone if I don't feel they're right."

Self-Advocacy module: Three of the 22 participants who completed the Self-advocacy module indicated that they did not plan on doing anything differently in their life as a result of doing the module and one other participant noted that they were not sure yet what they planned to do differently. Responses from other participants indicated they intended to: seek advocacy support (e.g., from a disability advocate or mentor or a family member, visit online advocacy resources); plan steps they need to take to advocate for themselves; and/or follow the module suggestions (e.g., assertive communication, disclosure, knowing when to speak-up, seek necessary supports and accommodations).

Example responses

"100% In the future when I am employed, I will know my rights when it comes to disclosing my autism. I know the steps to disclose it, if I choose to do so. Previously I wasn't sure if I had to disclose it or not, and what my rights were if I did disclose."

"Follow some of the websites to learn more about advocating. I want to speak up and tell my story."

"Being a bit more pro-active when advocating for my own needs rather than just accepting what gets offered."

"Reach out to some more people to help me. Learning how to manage stress around asking for help. Your sites are helpful. Smaller steps to getting things accomplished. Writing down things I'm needing to address and approaching the right people. for example, it's really challenging for me to fill out some forms and I find it overwhelming when I need to gather a lot of information, I need to reach out to these supports. Writing down my needs so I can show others clearly and using templates. I also need to believe in myself more that it's ok to ask for my needs to be met. Read more and ask what my rights are in situations such as where I volunteer."

Opportunities to use the module knowledge: In post-module surveys participants were also asked “Have you had an opportunity to make use of any of the suggestions contained in this module?” (see Figure 10)

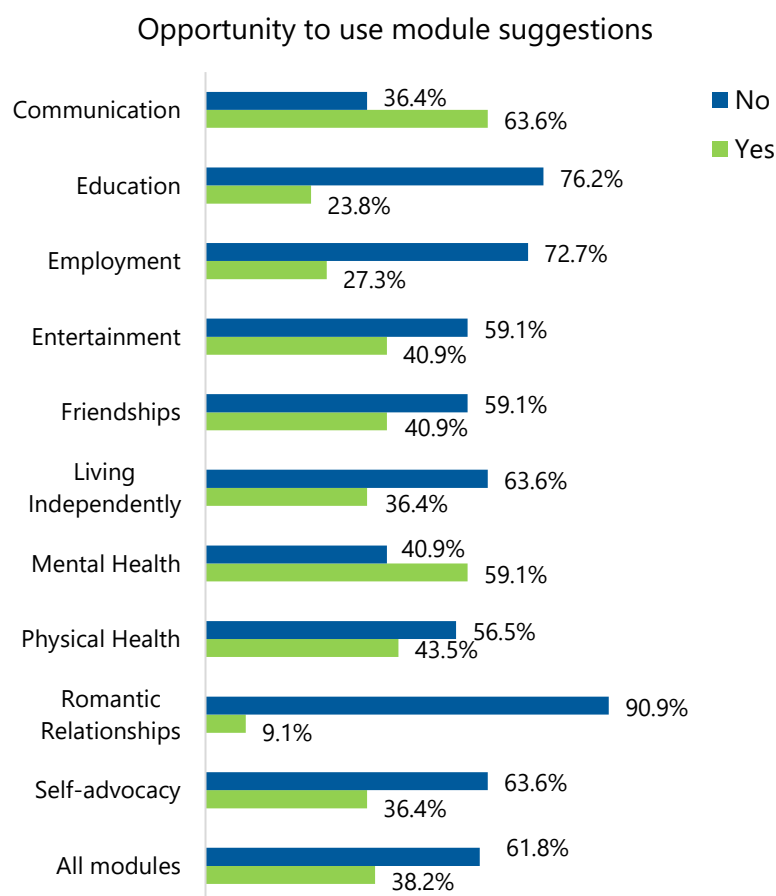


Figure 10 Participant responses (%) to the question “Have you had an opportunity to make use of any suggestions contained in this module?”

As can be seen in Figure 10, the opportunity to use suggestions from the different module topics did vary, with the percentage of participants who had been able to make use of suggestions ranging from 9.1% for the Romantic Relationships module up to 63.6% for the Communication module. Participants had up to two weeks to return their post-module survey after they had completed their module, although most often participants completed the survey very promptly after they received it; consequently, opportunities to use the suggestions were frequently limited. This was the reason provided by 70% of participants who indicated that they had not had an opportunity to utilise the suggestions. Other reasons provided included no opportunities have presented themselves to implement the suggestions (10%), have been too busy or had too many competing demands so unable to attempt the suggestions (7%), there were no useful suggestions to utilise (7%), health problems (3%) and other (8%; e.g., forgot what suggestions were made, was too nervous/overwhelmed, motivation low).

The 38.2% of participants who reported that they had been able to make use of some of the suggestions contained in the modules were asked to indicate how successful they felt they had been at implementing the suggestions. A five-point rating scale of 1 = not at all successful, 2 = slightly successful, 3 = moderately successful, 4 = very successful, and 5 = extremely successful was used. Figure 11 shows the frequency of ratings provided. Most participants reported some degree of success when implementing the module suggestions, with a success rating mean of 3.38 (SD=0.82), which fell between the moderately and very successful categories. Table 15 shows the success rating frequencies reported for each on the different module topics.

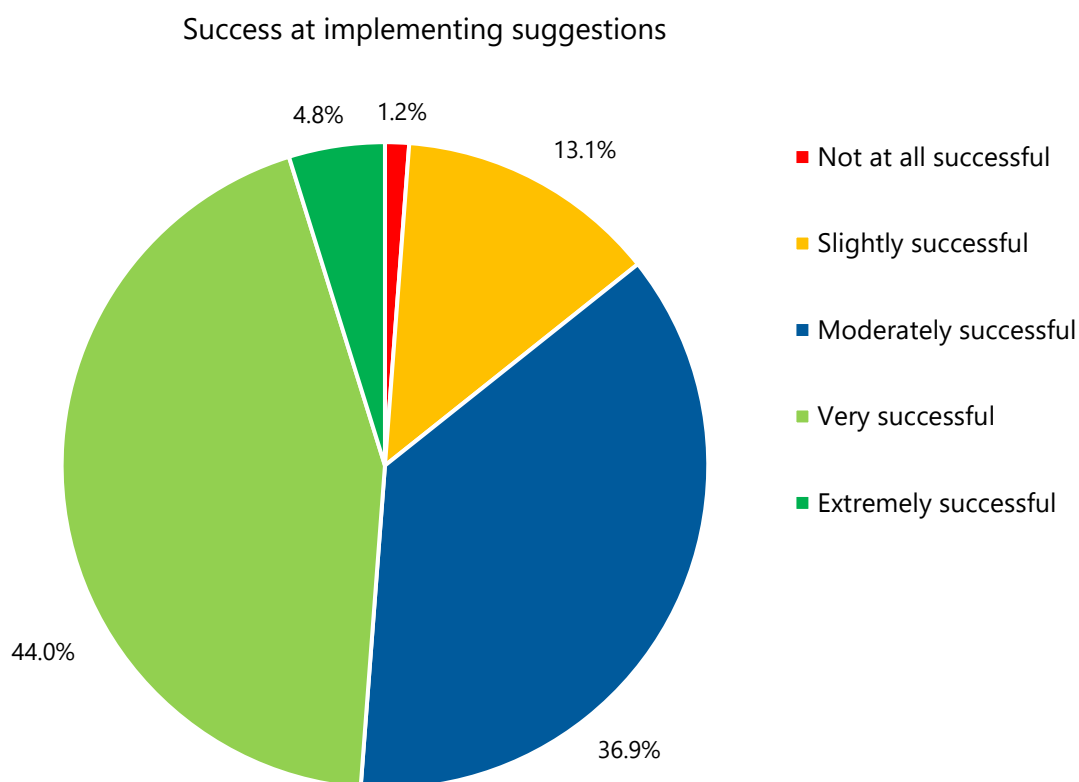


Figure 11 Participant ratings of how successful their attempts at using module suggestions had been for all modules combined.

Table 15 Distribution of success ratings across the ten modules

Module	Not at all successful	Slightly successful	Moderately successful	Very successful	Extremely successful
Communication	-	-	6	7	1
Education	-	-	2	3	-
Employment	-	1	2	3	-
Entertainment	-	2	3	3	1
Friendships	-	1	3	5	-
Living Independently	-	1	2	5	-
Mental Health	-	2	4	6	1
Physical Health	-	3	3	4	-
Romantic Relationships	-	-	-	1	1
Self-advocacy	1	1	6	-	-
Total	1	11	31	37	4

Participants were asked to provide a comment with their success ratings. The following is a summary of these qualitative comments for each of the success ratings.

1. Not at all successful: As can be seen in Table 15, only one participant provided a not at all successful rating and this involved an effort to implement Self-Advocacy suggestions. The participant noted that their attempt was not successful as *“the skills taught in the module seem to rely on the other person being reasonable”* [SA].

2. Slightly successful: Eleven participants (13.1%) reported that their attempt at implementing suggestions were slightly successful. The comments from participants who provided this rating generally involved having made an initial attempt, the need to make some adjustments to the approach being used, and/or having other factors impacting success (e.g., health).

Example responses

“I reached out to my neurokin groups and we're attempting some meet ups. But it's like herding cats 'cause Executive Dysfunction reigns supreme. ;-)” [En]

“I'm in a difficult time of my life so making meaningful change is hard at the moment but once other things settle down it will be easier. I have started using the suggestions for grocery shopping and found the list of household tasks broken down into weekly, monthly etc very helpful.” [LI]

“I attempted finding a 2 minute song for brushing teeth too, however I found it very boring to do and it didn't help with the activity as much, however I'm still trying to find something better.” [PH]

“I spent the last 4 days with my sister, who I would like to become more close friends with. I complemented her and thanked her for her efforts. I encouraged. I apologised for stressing her out when something stressed me out.” [F]

3. Moderately successful: Thirty-one participants (36.9%) reported that their attempt at implementing suggestions were moderately successful. The comments from participants who provided this rating noted attempts were generally successful with comments also suggesting that they were not yet certain about the overall effectiveness of their attempt and/or they saw there were opportunities for continued success with ongoing practice and self-awareness.

Example responses

“The response I had from the checkout operator was a lot more friendly when I mirrored her body language and made an effort to speak in what my Support Worker later confirmed, was a much friendlier tone. This will continue to be a challenge as I do not hear tone differences easily, but it has moved from not even being aware to not impossible (with practice).” [C]

“I have enrolled in something I like and also going to seek a pathway to research plus ask for help and not try to go it alone due to having to be seen to be ok and also not knowing.” [Ed]

“I've reached out to people to see if anyone else is interested in a D&D group after school. A couple of people are interested. Also, have organised to make a regular day every few weekends to do something with the other dad in our homeschool group with our kids.” [En]

“Spoke to a person on a dating site. While not ready to jump into a relationship, I would like to at least be friends. So far have shown interest in her likes and asked example questions that were in module.” [F]

“I have implemented the use of a shopping list on my fridge to better keep track of what groceries/household items are needed. It has so far been quite successful, however, I am wary of my tendency to stop doing things once the 'novelty' of a 'new thing' has worn off so it may not last.” [LI]

“Have been practicing breathing and relaxation techniques, it is helping, especially at bedtime.” [MH]

“I have asked for a pay rise to reflect the duties I undertake at work. I am awaiting the outcome of this as there has been some pushback from HR because they don't understand what it is that engineers actually do, but I

have been able to advocate for myself to my manager in a professional way rather than being overly emotional as was discussed in the modules here. Mind you this conversation only happened with him yesterday but I felt like it was a positive experience rather than just complaining and accepting.” [SA]

“This week I had to speak up for myself at work. Although it was a bit messy, I was able to rely on the skills I learnt. Most of all, I learnt what I can expect from others when I speak up.” [SA]

4. Very and extremely successful: Forty-one participants (48.8%) reported that their attempt at implementing suggestions were very or extremely successful. These categories were grouped as participant feedback regarding their reasons for providing the ratings were very similar. Comments from participants who provided these responses reflected successful attempts at skills, with more than one skill area frequently mentioned, and often reflected increased confidence and intentions to continue implementing new knowledge and/or strategies.

Example responses

“I’ve been able to engage in more small talk with co-workers in the lunchroom. I can tell they seem more at ease and comfortable talking when I ask the right questions and I can better gauge if they want to talk or not.” [C]

“I felt very good about myself and I knew I had not overtalked or annoyed the other person and I could read their body language and tell they were actively enjoying the conversation.” [C]

“I actually went to a happy hour at my work - which I would normally avoid due to the awkwardness of the interactions with my colleagues. I really like all my colleagues but, like I said in my previous answer, I’ve always put too much pressure on myself about my interactions with them and how I need to act and talk with them. Now that I rethink my relationship with them, I spent half an hour with half a dozen people and actually felt okay. I was still nervous and felt awkward but I managed to enjoy myself and have a laugh and even though they were all very surprised that I sat down they were welcoming and it was an experience that I think I’ll try again soon.” [F]

“I categorised my shopping list into food groups, which helped with navigating the supermarket and helped me to see whether I could make healthier food choices. I also wanted to practice regular tidying up so I made a list on a whiteboard where I can tick off each task. This made it a lot easier and more fun to keep on top of the cleaning.” [LI]

“Breathe! I was in a situation today where I could feel my anxiety and frustration increasing quicker than my brain could process, but then I remembered to breathe and take a moment to step back and try to relax. It really helped to ground me.” [MH]

“I’ve started to use my treadmill at night and I am reading while I am walking - so I feel like not only am I looking after my physical health but also my mental health at the same time.” [PH]

“I have been able to reflect with my partner on our love languages and the different ways we can express our love to each other that is most meaningful for us individually.” [RR]

“Very successful as in I thought I wrote a great cover letter for a current job application, but I don’t know yet if I was successful with the job.” [Em]

“I went to an art gallery tour with a new friend.” [En]

4.1.6. Post-module interest to trial other modules

In the post-module surveys, participants were asked “Would you like to engage with more of the Autistics’ Guide to Adulthood online modules?” with response options of yes, unsure, and no. Responses to this question were used to identify participants for further rounds of invitations to trial further modules, with invitations sent to participants who responded yes or unsure. Whilst not a formal component of the outcome evaluation, responses to this question did provide an indication of participant views on the module series usefulness and the majority indicated that they would be keen to complete further modules. Of the 220 trials undertaken, 187 participants (85.0%) responded “yes” to engaging with further modules, 27 participants (12.3%) responded “unsure”, and six participants (2.7%) responded “no”. Reasons provided by participants who answered “no” were:

- Module was not helpful or unhappy with the content (3 participants)
“They are unlikely to be helpful and likely to be discouraging”
- Other commitments / no time (2 participants)
“I’ve a number of other projects on. So keeping to the timeframes is tricky”
- No comment (1 participant)

Reasons provided by the 27 participants who responded “unsure” were

- Would depend on whether the module offered was relevant to needs (10 participants)
“Depends what they are. I would be open to it. I have enjoyed these and they have been helpful.”
- May not have time / have other commitments (7 participants)
“I have been struggling to get them done in the 2-week timeframe as my schedule has continued to get busier”
- Limited benefit from completing module / problems with module content (6 participants)
“I’m wary I will feel frustrated or a bit down on myself because again like this module, I will know all the theory but struggle to execute”
- Would like more advanced materials (3 participants)
“More advanced courses I would be interested in.”
- Want to determine whether completed module is beneficial (1 participant)
“I need to apply them in the real world to determine whether or not they are effective.”

4.1.7. Outcome Evaluation Findings Summary

The outcome evaluation considered participant views of their module-related knowledge, satisfaction with abilities and self-efficacy before and after completing the module. Pre- and post-module changes were evaluated at three levels, where responses from all ten modules were combined, for each individual module, and for each of the skill-based questions. Key findings are as follows:

- * Significant mean improvements were present from the pre- to post-module surveys for the module-related knowledge questions when all module responses were combined, when the ten modules were considered separately, and for 17 of the 18 individual skill-based knowledge questions. These findings suggest that most participants felt they improved their module-related knowledge after completing their trial. Combining all participant responses about the extent that completing the module improved their module-related knowledge, 12.4% rated their knowledge improved very much, 26.3% responded quite a bit, 42% responded there was some improvement, 14.2% reported very little improvement, and only 5.1% said not at all.
- * Significant mean improvements were present from pre- to post-module surveys for the satisfaction with module-related abilities questions when all module responses were combined, when the ten modules were considered separately, and for all 18 of the individual skill-based satisfaction with abilities questions. These

findings suggest that most participants increased their satisfaction with their module-related abilities after completing their module. On post-module surveys, 53.7% of participants reported they were satisfied or very satisfied with their abilities associated with the module topic, compared to 27.5% on pre-module surveys.

- * Significant mean improvements were present from pre- to post-module surveys for the module-related self-efficacy (confidence) questions when all module responses were combined, when the ten modules were considered separately, and for all 18 of the individual skill-based self-efficacy questions. These findings suggest that most participants increased their module-related self-efficacy after completing their modules. On post-module surveys, 74.6% of participants reported they agreed or strongly agreed that they were confident in their knowledge associated with the module topic compared to 30.1% on pre-module surveys.
- * Participant motivation to trial the modules was very high on pre-module surveys, with 96.5% of participants indicating they agreed or strongly agreed that they were motivated to complete their chosen module. Motivators included to gain personal benefits and to contribute to the wellbeing of others in the autistic community. Similarly, in post-module surveys participants indicated they were keen to use the suggestions learned in the modules, with 76.8% of participants responding that they agreed or strongly agreed that they were motivated to make use of the suggestions in the module. Over a third of participants reported on post-module surveys that there had been opportunities for them to implement suggestions from their module, with the majority reporting they had been successful to some degree, including 48.8% who said they had been very or extremely successful.

Responses on the pre- and post-module surveys suggest that the Autistics' Guide to Adulthood module series contributed to improved self-development outcomes for most participants who undertook the module trials. Importantly, participants who trialled the modules and who reported benefitting from them represented a diverse group, in terms of various demographic characteristics other than gender and their personal strengths and learning goals associated with each of the module topics, suggesting that the modules will have wide applicability and usefulness for autistic adults seeking to undertake these online self-development modules. Understandably, not all trial participants reported positive outcomes; this finding highlights the difficulty of developing a one-size-fits-all module and this was evident in qualitative feedback from the smaller number of participants who did not report improved knowledge, satisfaction, or self-efficacy. Reasons provided by these participants often included that they already possessed the knowledge provided in the module and/or the module did not address their needs. Nonetheless, while there were small numbers of participants who did not feel they benefitted from completing the module, 85% of trial participants indicated on post module surveys that they wanted to continue to engage with further modules, an indicator that they anticipated the modules would continue to be helpful to them.

4.2. User Evaluation Findings

The user evaluation of the Autistics' Guide to Adulthood involved an evaluation of the quality and usefulness of the modules and of the usability of the website learning system used to deliver the online learning modules (i.e., considered in terms of the system, information, and interface quality of the module platform).

4.2.1. Module Content Evaluation

Participants were asked to contribute to the evaluation of the module content using quantitative and qualitative questions that addressed content quality and usefulness and suggestions for improvement. Perspectives on module quality and usefulness are reported for the ten modules and for all modules combined.

4.2.1.1. Module quality

Participants were asked “How would you rate the overall quality of the information in this module?” The five-point rating scale used was 1 = needs considerable improvement, 2 = needs some improvement, 3 = ok as is, 4 = good, and 5 = excellent. Figure 12 shows the ratings of module quality for all modules combined where the majority of participants (79.6%) rated the module quality as “Ok as is”, “good” or “excellent”.

How would you rate the quality of the information in the module?

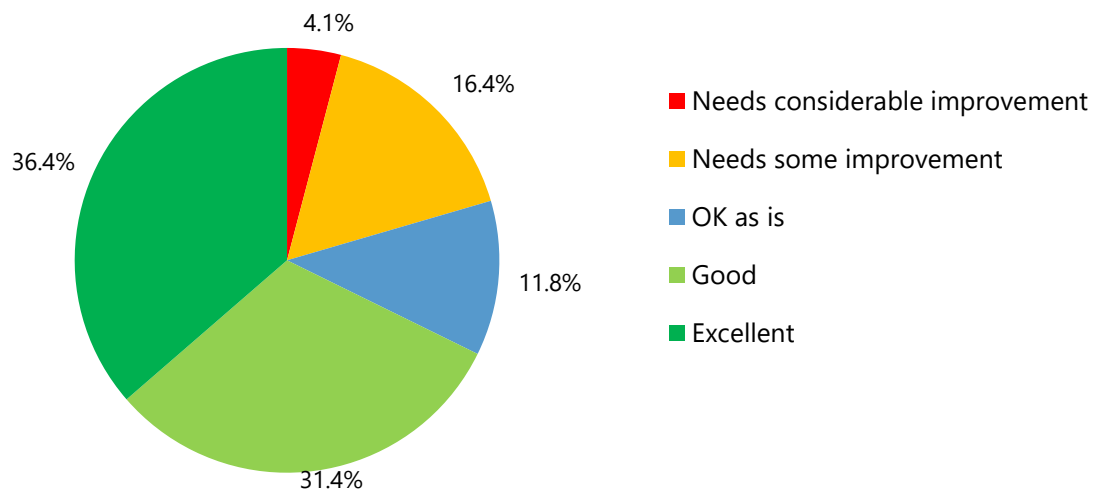


Figure 12 Participant ratings of module quality for all modules combined.

Table 16 shows the module quality response ratings for each of the modules and the quality mean values, with the means ranging from 3.18 (Romantic Relationships) to 4.14 (Education, Entertainment, and Mental Health). The findings suggest that the quality of each of the ten modules was positively viewed and that minimal improvements were recommended.

Table 16 Module content quality means and rating frequencies for each of the modules

Module	Mean	SD	Module quality response option frequencies				
			Needs considerable improvement	Needs some improvement	Ok as is	Good	Excellent
Communication (n=22)	3.77	1.23	1	3	4	6	8
Education (n=21)	4.14	0.96	-	1	5	5	10
Employment (n=22)	3.86	1.25	1	3	3	6	9
Entertainment (n=22)	4.14	1.17	1	2	1	7	11
Friendships (n=22)	3.55	1.18	1	4	4	8	5
Living Independently (n=22)	3.68	1.17	-	6	1	9	6
Mental Health(n=22)	4.14	1.12	-	3	3	4	12
Physical Health (n=23)	3.93	1.23	2	2	1	11	7
Romantic Relationships (n=22)	3.18	1.47	3	7	-	7	5
Self-Advocacy (n=22)	3.68	1.17	-	5	4	6	7
All modules (N=220)	3.80	1.21	9	36	26	69	80

4.2.1.2. Module usefulness

Participants were asked “How would you rate the overall usefulness of the information provided in this module?” The five-point rating scale used was 1 = needs considerable improvement, 2 = needs some improvement, 3 = ok as is, 4 = good, and 5 = excellent. Figure 13 shows the ratings of module quality for all modules combined. As can be seen, the majority of participants (84.1%) rated the module quality as “Ok as is”, “good” or “excellent” and no participants rated the modules as requiring considerable improvement.

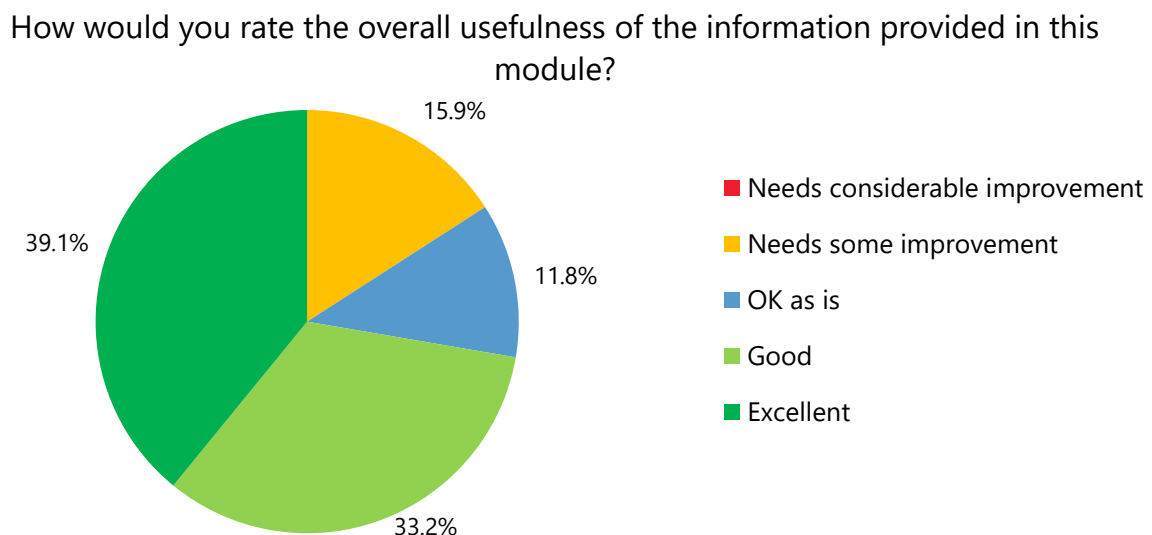


Figure 13 Participant ratings of module usefulness for all modules combined.

Table 17 shows the information usefulness response ratings for each of the modules and the usefulness mean values, with the means ranging from 3.59 (Romantic Relationships) to 4.23 (Education) The findings suggest that the information in each of the ten modules was considered useful with minimal changes needed.

Table 17 Module information usefulness means and rating frequencies for each of the modules

Module	Mean	SD	Usefulness of module information response option frequencies				
			Needs considerable improvement	Needs some improvement	Ok as is	Good	Excellent
Communication (n=22)	3.91	1.23	-	5	2	5	10
Education (n=21)	4.05	1.12	-	3	3	5	10
Employment (n=22)	4.23	0.87	-	1	3	8	10
Entertainment (n=22)	3.95	1.13	-	4	2	7	9
Friendships (n=22)	3.95	0.78	-	1	4	12	5
Living Independently (n=22)	3.86	1.08	-	4	2	9	7
Mental Health(n=22)	4.09	1.02	-	2	4	6	10
Physical Health (n=23)	4.00	1.13	-	4	2	7	10
Romantic Relationships (n=22)	3.59	1.26	-	7	2	6	7
Self-Advocacy (n=22)	3.91	1.11	-	4	2	8	8
All modules (N=220)	3.95	1.07	-	35	26	73	86

4.2.1.3. Comments on module quality, usefulness, and suggested improvements

Participants were asked to comment on the quality and usefulness of the modules and about whether they had any suggestions regarding ways the module could be improved. There were several participants who provided very comprehensive feedback on the quality, usefulness, and suggestions for improvements for the modules they trialled. This feedback is included in the summaries below and was also provided to the Autistics' Guide to Adulthood team in full in a de-identified format for consideration and to enable corrections to content and format to be made (e.g., typographical errors, broken links etc).

Communication module: As shown in Tables 16 and 17, most participants were satisfied with the quality (82%) and usefulness (78%) of the information in the Communication module. Participants commented positively about the module quality and usefulness describing it as useful, relevant to their needs, understandable, detailed, and well researched. Participants also commented that the content was clearly presented and well explained and commented positively on the use of examples, videos, autism-specific content, and the mix of text and interactive content. Some did describe the content as *"basic"* but there was also acknowledgement that this made the material easy to follow and consequently accessible to more autistic adults.

In terms of ratings that indicated need for improvement, only one participant rated either the quality or usefulness of the module as requiring considerable improvement with this participant describing the module as *"basic"* and *"advocating for masking"*; similarly, another participant expressed concern about *"the framing of how well an autistic person can alter themselves to fit into a society not made for them"* as being *"outdated"*. Other participants who provided needs improvement ratings identified typographical errors and material that they felt was not clear or correct²⁴.

Whilst most participants rated the Communication module positively, a number of improvements or innovations were nonetheless suggested by participants and included: having an auditory delivery option; changes to text layout to improve the functionality of screen reader technology (e.g., full stops at the end of dot points to signify a pause); use of more scenarios and videos; providing links to websites rather than books (i.e., due to the cost); the development of two versions of the module (i.e., a basic and more advanced module); development of subsequent modules that focus on specific communication skills (e.g., conversation starters, joining into groups, remembering names etc); a greater emphasis on communication that is not face-to-face (e.g., emails, phone calls); content that enabled autistic people to *"learn about, understand, and work through their challenges with masking"*; an online discussion board for participants completing the modules to support each other's learning; and the development of a *"mirror module"* to help neurotypical people understand the autistic communication to reduce the *"stigma that many autistic people carry that they are broken and need to be fixed"*.

Education module: As shown in Tables 16 and 17, most participants were satisfied with the quality (96%) and usefulness (86%) of the information in the Education module. Participants commented positively about the module content as being clear, detailed, informative, useful, relevant to the needs of autistic adults, and well written and presented. Participants particularly commented on the value of the information regarding potential barriers and availability of educational supports and importance of extracurricular activities. Several participants commented that the module would be a useful guide for someone leaving school

Only one participant rated the quality of the Education module as requiring improvement, with this participant noting that *"Much of the content is good however I am unsure about including learning styles as the idea that people have different learning styles does not have a strong evidence base"*. Participants who rated the usefulness of the module as needing improvement indicated they would like more information and practical solutions.

²⁴ Provided in detail to the Autistics' Guide to Adulthood team for consideration.

Several improvement suggestions and innovations were made by participants in the post-module surveys for the Education module. In particular, participants suggested that the module could include: more information on more advanced study levels (e.g., postgraduate); more information about HECS/HELP loans; advice for dealing with burnout and where to get support; advice regarding how to cope with sensory issues at University (e.g., noise, smells); more information on academic adjustment plans and reasonable adjustments/accommodations; information about other practical supports that may be available (e.g., for lectures); more lived experience examples; and a means of facilitating networking opportunities for learners undertaking the module (e.g., discussion board, social media group).

Employment module: As shown in Tables 16 and 17, most participants were satisfied with the quality (82%) and usefulness (96%) of the information in the Employment module. Feedback from participants included that the module covered all essential information (e.g., job search strategies, application and recruitment procedures, workplace rights and employment law), was informative, comprehensive, provided useful resources, was relevant to the needs of autistic job seekers, and was well set out. There were comments that highlighted the difficulty of a one-size-fits-all module for job seekers but noted that it would be very useful starting point for those first entering the workforce. One participant commented that the module contained a lot of text and not enough opportunities to engage with the content whereas another noted the usefulness of the videos, pictures, and links to other resources. One participant who commented that there was “*Nothing in it which specifically relates to autism*” whereas others commented that the module had covered a lot of useful information that was useful for autistic job seekers.

Participants who considered that the Employment module needed improvements made a number of suggestions including: that the module developers review the ‘double empathy problem’²⁵ resources in order to “*promote a person’s non-NT strengths*” rather than just encouraging autistic job seekers to mask or conform; provide information about biases in workplaces (i.e., ableism and other types of prejudice) that may hinder the autistic job seekers and workers; use person-first vs identity-first language consistently in the module; make improvements to module exercises (e.g., consistent location of response options, method used for gathering responses); have more ethnic diversity in videos included in the module; and provide a glossary for terminology used (e.g., pro-rata, fixed term, being made redundant). In addition to these suggestions, participants offered a number of other ideas and innovations in the post-module surveys for the Employment module including: that the module should include some useful templates and examples (e.g., resumes and cover letter templates); provide more information on interview strategies (e.g., how to stay calm and confident); include more interactive exercises; develop different versions of the module to suit job seekers at different career stages; add content addressing job selection criteria; to help with keeping a job provide information about managing stress and burnout; provide information about workplace accommodations; and consider methods for providing career guidance based on skills, experience and passions.

Entertainment, Recreation and Leisure module: As shown in shown in Tables 16 and 17, most participants were satisfied with the quality (87%) and usefulness (82%) of the information in the Entertainment module. Most participants described the module positively commenting that it was comprehensive, detailed, engaging, well researched, logically presented, and easy to digest. Participants commented on the broad range of entertainment areas discussed and appreciated the autistic stories that were included. It was described as having been useful at filling in knowledge gaps (e.g., telling people you will not be attending) and as it provided useful resources (e.g., checklists, links to websites) and one participant noted that they planned to revisit the module to get the most out of it. As with other modules, participants acknowledged the difficulty of developing a module that suits all, particularly as people have so many different hobbies, interests, and needs. Further to this, one participant commented that this module and others were “*aimed in the middle*” and that “*high functioning autistics get missed*”. Criticisms included

²⁵ Milton, D. E. M. (2012). On the ontological status of autism: the ‘double empathy problem’. *Disability & Society*, 27(6), 883-887. <https://doi.org/10.1080/09687599.2012.710008>

that it did not adequately address how to deal with social anxiety and that the module *“should be honouring Autistic Traits, not trying to change or mask them. I felt talked down to in this entire module, which has not been the case in previous modules. It's one thing to outline how neurotypicals function, but to encourage us Auties to be like that? It's harmful.”*

There were quite a number of suggestions provided for improvements to the Entertainment module including providing more information about how people could engage with *“neurokin”* and/or join *“autistic affirming groups or activities”*; more guidance on joining groups; how to deal with social anxiety when interacting with others or meeting new people; information about different sorts of activities, particularly *“sensory friendly activities or how to make difficult activities such as cooking or baking more sensory friendly”*; more links to different activities; a summary page that could be downloaded that provided an overview of what had been covered and also included the links that were included in the module; more interactive elements; and a discussion forum for participants to engage with each other.

Friendship module: As shown in Tables 16 and 17, most participants were satisfied with the quality (78%) and usefulness (96%) of the information in the Friendships module. Positive feedback for the Friendship module included that the module was easy to follow, comprehensive, and flowed well. Participants also commented that the advice provided was sound, helpful, well researched and evidence-based. The module was considered to cover all key areas and the autistic perspectives were valued, with one participant commenting that they *“helped me to not feel alone”*. There were several participants who commented that they felt the module targeted a younger cohort (e.g., school aged or teenagers) although despite this one older participant commented that it *“wasn't all useful to me but some of it was very useful. I was also quite surprised at how much of it was useful because I have a tendency to be quite dismissive of new ideas so I had to persevere with it but I was pleasantly surprised.”* One participant who considered the module needed improvements described the material as *“patronising”* whereas another participant commented that they *“didn't feel that the text was condescending”*. Participants also commented that the module was thought provoking and one participant liked that online friendships were validated.

As with the other modules, there were quite a number of suggestions provided for improving the Friendships module including: having greater integration of the ‘double empathy problem’ theory to challenge the view that only neurotypical individuals have the ability to empathise; more information on the nuances of friendships at different life stages (e.g., as a young adult, as a parent, when getting older); a greater focus on conversations and possibly a list of conversation starters; more information on making neurotypical friends; more concrete examples to help understand the module material; how to manage executive dysfunction issues associated with friendships (e.g., remembering to reply text messages, ask after the friend or their family members who are unwell etc); a summary section at the end of the module; a more advanced friendships module; more suggestions for those living in rural or remote regions; tips for communicating with neurotypical individuals; hints and suggestions for overcoming awkwardness and for managing emotions; more videos and interactive activities to maintain engagement; and more examples addressing negative behaviours and how to manage these.

Independent Living module: As shown in Tables 16 and 17, most participants were satisfied with the quality (73%) and usefulness (82%) of the information in the Independent Living module. Most participants described the module positively commenting that it was clearly written, easy to follow and accessible. The material was described as well researched, well designed, and relevant. The infographics were described as high quality and the downloadable materials were very useful. Participants who noted that the module needed some improvement largely noted the need for proof reading as there were typographical errors, formatting inconsistencies, links that were not working, errors in exercises that appeared twice and/or considered that the resources identified in the module were very South Australian focused.

Suggestions for improving the Independent Living module included: having navigation links at the commencement of the module to allow only the relevant topics to be covered (e.g., someone who had transitioned to living independently could skip this material); more downloadable templates; provide information on how credit scores are established; information on strategies to manage barriers to independent living (e.g., fatigue, burnout, sensory issues); information on managing tasks like cooking, cleaning and personal care which can be impacted by sensory issues; information on how to live with others and share responsibilities; more videos with autistic perspectives of the challenges of living independently; information about resources that may be available through NDIS funding; providing a budget example for people living on government benefits; more information related to finances, health cover; and broadening the introductory sentence in the module that refers to drawing on family support to include alternative trusted people when family are not suitable.

Mental Health module: As shown in Tables 16 and 17, most participants were satisfied with the quality (83%) and usefulness (91%) of the information in the Mental Health module. Consistent with the ratings, most participants spoke positively about the Mental Health module describing the module as clearly written, informative, helpful, easy to understand, widely accessible and well presented (i.e., in terms of visual layout, information provided, and language used). The material was described as accurate, consistent with other sources of information, affirming and *“relevant to autistic people”*. The autistic perspectives, links to other resources (including the *“signposting to organisations”*), references, videos, and printable materials were valued with one participant commenting that *“I am going to print out the signs and symptoms ones and put them on the fridge as a resource for my family.”* One participant commented on the value of including experiences of trauma in the module as this is *“very relevant for autistic people”*, another welcomed the coverage of mental health issues from *“mild to severe and how both can be improved and how to ensure your safety when your mental health might be really low”* and an autistic parent with autistic children commented that *“I have been able to use the information to start conversations with my children about their mental health”*. Participants who rated the module as needing improvement commented that there were some factual inaccuracies (e.g., related to NDIS funded supports for mental health), the information was basic and/or like information available elsewhere, and that the information was generic and not *“autistic specific”*.

Improvements suggested by participants included: to include more co-existing conditions (e.g., eating disorders, personality and mood disorders); provide more information for indigenous people throughout the module; add extra resources (e.g., the Blue Knot Foundation, National Centre of Excellence for Complex Trauma, SMART Recovery drug and alcohol rehabilitation services); providing a summary and glossary at the end of the module; more suggestions for people living in rural or remote areas; and including more autistic perspectives.

Physical Health module: As shown in Tables 16 and 17, most participants were satisfied with the quality (87%) and usefulness (83%) of the information in the Physical Health module. Most participants described the module positively commenting that it was clearly written, easy to follow, accessible, detailed, and relevant. The material was described as important, consistent with and referenced reliable sources (e.g., WHO, Australian Government), and was relevant to the needs of autistic people with good information about the impacts of sensory issues on health. The presentation format of introducing the topic, identifying barriers and suggesting strategies was viewed favourably as were the perspectives of autistic adults and videos. Participants who noted that the module needed improvement commented that the material was basic, generic and/or not necessarily targeted towards autism. Another participant commented that the module assumed that the poor physical health related to a lack of knowledge without recognising motivational or co-existing health conditions as contributors. Similarly, one participant felt the personal hygiene section *“was ableist and shaming”* and assumed the problem was *“a lack of knowledge and gave no acknowledgement about why these things might be difficult for people”* and suggested the module include strategies to use on days when managing hygiene was difficult. While several participants felt the module covered the area of sensory issues well, one participant felt they were not addressed in enough detail,

particularly with respect to eating. Lack of accessibility was raised by a participant including no transcripts on videos and language that was not suitable for people with intellectual disabilities.

As with the other modules, participants made several suggestions for improvements. Suggestions included: providing more information related to physical health across the lifespan; provide more information on the management of periods; incorporate more autism specific strategies for physical health; develop additional in-depth modules; provide a summary/cheat sheet to print out at the end of the module; more suggestions for addressing physical health barriers; examples of exercises and how long to do them; more visual information rather than so much text; information on dieting and health issues related to dieting; include information to improve wellbeing (e.g., mindfulness and meditation); more specific meal suggestions; more advice regarding personal hygiene (e.g., information on antiperspirants vs deodorants); more information about drugs; and more videos of autistic people sharing their physical health experiences.

Romantic Relationships module: As shown in Tables 16 and 17, just over half of the participants were satisfied with the quality (55%) of the information in the Romantic Relationships module and approximately two thirds of participants were satisfied with its usefulness (69%). This module was also described by participants as easy to understand, relevant, engaging, straightforward and seemed to be evidence-based. Participants described the practical examples as useful, the information as helpful (e.g., the love languages) and one participant noted *“This would have been quite helpful to have access to when I was younger and had next to no real knowledge on the subject.”* Several participants commented on the value of including information on abuse, domestic violence, and sexual violence. Participants who considered the module needed improvement commented on the presentation method (i.e., text heavy and problems using the dyslexia accessibility options) and there were some concerns about the information provided (e.g., outdated information about sex workers with old references and a perceived inappropriate recommendation of asking hotel staff to locate an escort). One participant described the module as *“patronizing and infantilising at times”* whereas another described the presentation as *“not condescending”*.

There were several suggestions for improvements including: having more information on maintaining relationships; having separate modules for starting a relationship and for maintaining relationships (e.g., with a focus on stressors and how to maintain long term relationships, making sure the relationship is right for you); have modules that target relationships at different life stages; more interactive content and videos; tips on small talk and starting conversations; more information of nonverbal communication; more consideration of gender diverse relationships; more consideration of the ‘double empathy problem’ theory for relationships; more in-depth information; more information on conflict resolution in relationships.

Self-Advocacy module: As shown in Tables 16 and 17, most participants were satisfied with the quality (78%) and usefulness (82%) of the information in the Self-Advocacy module. The Self-Advocacy module was described by participants as clear, concise, well set out, relevant, easy to follow, accessible, informative, and fit for purpose. Participants commented on the usefulness of the videos, the resource links, the lived experience information, and opportunities for self-reflection. Although one participant commented that they found *“some of the content slightly infantilising”*, most often participants who indicated the module required improvement made suggestions for improvements rather than identifying problems with the module, for example more detail (e.g., *“I found some of the information very helpful, but I found that the section on communication styles could use more depth”*) and more examples (e.g., *“I needed more “how to” examples”*).

Suggestions for improvements included: more consideration of how to manage *“situations where people don't want to negotiate, and there isn't a superior or regulatory body to complain to”*; more lived experience examples; more examples of when to self-advocate; more examples of the types of accommodations that can be sought, particularly at work; more templates, work sheets or downloadable scripts to use; more detailed and extensive follow-on modules; less language-based information (i.e., more videos, visuals, audio reading options) with one participant

finding the content of the module beyond their reading ability requiring assistance from the Autistics' Guide to Adulthood team for the participant to complete the module; more information on building confidence; access to additional resources (e.g., books, articles, websites or support organisations); a progress bar to keep track of learner progress through the course.

4.2.1.4. Module Content Findings Summary

Participants were asked to rate and comment on the quality and usefulness of the individual modules in the post-module surveys. When all module ratings were combined, it was apparent that the content of the modules was considered to be of a very high quality. Module content quality was rated by participants as excellent = 36.4%, good = 31.4%, ok as is = 11.8%, needs some improvement = 16.4% and needs considerable improvement = 4.1%. The module quality feedback from participants was consistent with these ratings, with participants describing the modules as clearly presented, informative, accessible, easy to understand, comprehensive, engaging, and well researched. Many commented positively on the interactive content, the videos and the autistic perspectives provided in the modules.

Twenty percent of participants indicated that the modules needed some degree of quality improvement. Most feedback involved typographical errors, broken hyperlinks to resources, and issues with completing module exercises. There was also feedback related to module information that participants felt required clarification, updating and/or considered contentious (e.g., credibility of the cited reference sources). A small number felt the modules should include information on Milton's (2012) theory of the 'double empathy problem' and expressed the concern that the modules aimed to teach users to mask autistic characteristics and to behave neurotypically (e.g., *"... it's the same old message ('act neurotypical') packaged in friendly, though still condescending, language."*). There were suggestions that the modules should provide relevant resources and strategies in line with this theory and one participant suggested developing a *"mirror module"* for neurotypical people to understand autistic perspectives. Nonetheless, feedback from a number of participants suggested that the module had, at any rate, successfully improved their understanding of neurotypical rules (e.g., *"This module broke down some of the expectations and rules that it seems others are able to understand naturally. Mostly it was helpful to know what is coming natural to others and what it is I'm missing."*).

The usefulness of the module was also rated highly by participants in the post-module surveys, with usefulness rated as excellent = 39.1%, good = 33.2%, ok as is = 11.8%, needs some improvement = 15.9% and needs considerable improvement = 0%. Participant feedback about module usefulness included: that the modules covered the key areas to aid performance associated with the module topic; the module content provided useful advice, links to resources, strategies, and downloadable materials; and most felt they were relevant to the needs of autistic adults.

Participants who rated the usefulness of the modules as requiring improvement provided feedback that they felt the module information assumed performance problems resulted from inadequate knowledge when other barriers were often more pertinent (e.g., motivation, sensory issues, behaviour of others); the information was "basic" and they sought more advanced information or examples; and/or they felt the information was generic and not "autism-specific". Yet while this was reported by a small number of participants, there were many others who reported that the autism-specific content added to the usefulness of the module they had undertaken (e.g., *"The Autism-specific content provided in the Communication module, ESPECIALLY the personal examples and quotes from other Autistic people, was relevant and validating to me. This made the content more meaningful and easier to connect the learnings to myself in the real world."*)

Whilst most participants rated the quality and usefulness of the modules very favourably, participants also provided a large number of suggestions when asked whether there were any ways that the module they had just completed could be improved. Some suggestions related to content specific to individual module topics (e.g., greater focus on communication that is not face-to-face, more information about specific mental health conditions, leisure resources

for people in remote or rural locations). At times some suggestions involved adding content in a module that would be covered in other modules (e.g., a request to include more on communication in the Friendships and Romantic Relationships modules). In addition to the module-specific suggestions, there were suggestions that arose across several module topics. One involved the inclusion of even more autistic lived experience perspectives, videos and examples of solutions or strategies; this feedback highlights the value of this content for module users. Other recurrent suggestions included: the development of multiple versions of the module topics (e.g., to target more specialised or more advanced module skills and/or modules designed for users with different ability levels); improvements to the modules to enhance accessibility (e.g., auditory versions of the modules, improvements to formatting to facilitate use of screen reading technology, more downloadable materials, more use of visuals); and a means by which module users could engage and network with each other to support learning experiences (e.g., discussion boards, social network groups). Whilst useful and worthwhile ideas, there are resource implications associated with these suggestions (e.g., costs to develop and host further modules, costs to make a moderator available to oversee discussion boards, social media groups etc).

4.2.2. Website Usability Evaluation

Participants were asked to provide their perspectives of their experience and engagement with the online module learning platform using quantitative and qualitative questions. The evaluation of the online platform involved consideration of:

1. Overall Platform Quality
2. System Quality
3. Information Quality
4. Interface Quality.

Survey questions were drawn from the Post-Study System Usability Questionnaire (PSSUQ; Lewis, 2002) and the Online Learning Module Evaluation (Goode, 2003), with some researcher developed questions. A seven-point rating scale derived from the PSSUQ was used to enable comparisons to the PSSUQ norms. The scale used was 1 = strongly agree, 2 = agree, 3 = slightly agree, 4 undecided, 5 = slightly disagree, 6 = disagree, 7 = strongly disagree whereby lower scores indicated higher degrees of satisfaction. The PSSUQ also uses a not applicable rating option for respondents to use when they have not had an opportunity to assess facets of the operating system (e.g., receiving an error message). Most participants reported that they completed their module on a laptop computer (42.7%) followed by phone (30.7%), desktop computer (12.4%), iPad (7.8%), or a combination of device types (6.4%).

4.2.2.1. Overall Platform Quality

Table 18 shows the findings for the 15 questions about the online platform used to deliver the modules. Overall, satisfaction with the platform quality was very high as shown by the distributions of ratings for each survey question, with most ratings being “agree” or “strongly agree” responses. The Overall Platform Quality mean values also reflect this high level of satisfaction, with each falling between the “agree” and “strongly agree” categories. A mean comparison to the PSSUQ norms was conducted using one sample t-test and, as shown in Table 18, the Overall Platform Quality (PSSUQ normed items only) was significantly better than the overall PSSUQ norm. A comparison of both Overall Platform Quality scores according to the device type used to complete the module showed no significant differences in participant evaluations of quality.

4.2.2.2. System Quality

System quality involved consideration of the usability of the online module platform (i.e., aspects of the system that make the modules easy to navigate and use and that facilitated learning). System quality was assessed using four PSSUQ items and, as shown in Table 18, satisfaction with the system quality was very high. The System Quality

subscale mean value fell between the “agree” and “strongly agree” categories and was significantly better than the PSSUQ norm values when compared using a one sample t-test. A comparison of the System Quality subscale scores according to the device type used to complete the module showed no significant differences in participant evaluation of the system quality. When the responses to the individual system quality questions were examined, all four mean values fell between the “agree” and “strongly agree” categories. One sample t-test comparisons of these means showed they were all significantly better than the PSSUQ norm values.

4.2.2.3. Information Quality

The information quality subscale aimed to understand the extent to which the information provided on the platform enabled users to effectively undertake the modules (e.g., clearly presented information, on-line help, feedback on performance, useful error messages, effective methods for completing tasks). As with the system quality, participants reported high levels of satisfaction with the information quality of the module platform as shown in Table 18. The Information Quality (for the PSSUQ items) subscale mean was significantly better than the PSSUQ norm values when compared using a one sample t-test. A comparison of the Information Quality subscale scores according to the device type used to complete the module showed no significant differences in participant evaluation of the system quality. When the individual information quality questions were examined, the mean values fell between the “agree” and “slightly agree” categories. It is worth noting that most participants did not encounter an error message and when they did, they were generally satisfied with the helpfulness of the message. One sample t-test comparisons of the four items drawn from the PSSUQ showed they were all significantly better than the PSSUQ norm values.

4.2.2.4. Interface Quality

The interface quality subscale considered aspects of the module platform interface that influenced engagement with the module (e.g., distracting elements, available functions). Participants reported high levels of satisfaction with the interface quality as shown in Table 18. Both Interface Quality means fell between the “agree” and “strongly agree” categories and the Interface Quality (for the PSSUQ items) subscale mean was significantly better than the PSSUQ norm values when compared using a one sample t-test. A comparison of the Interface Quality subscale scores according to the device type used to complete the module showed no significant differences in participant evaluation of the system quality. When the individual interface quality questions were examined, the mean values fell between the “agree” and “slightly agree” categories. One sample t-test comparisons of the two items drawn from the PSSUQ showed they were both significantly better than the PSSUQ norm values.

Table 18 Mean (and SD) values, comparison to PSSUQ norms (where relevant) and response frequencies for the post-module Usability Survey questions for all modules combined (N=220).

	Mean	SD	PSSUQ norm value ²⁶	Usability rating frequencies ²⁷							
				Strongly Disagree	Disagree	Slightly Disagree	Undecided	Slightly Agree	Agree	Strongly Agree	Not Applicable
System Quality (PSSUQ normed items)	1.48***	0.69	2.80								
1. It was easy to learn to use this system.	1.45***	0.77	2.27	0.5%	-	1.4%	-	2.3%	32.7%	63.2%	-
2. I could effectively complete the tasks and scenarios using this system.	1.48***	0.86	2.85	0.9%	-	0.5%	0.9%	53.0%	27.7%	65.0%	-
3. I felt comfortable using this system.	1.43***	0.77	3.16	0.5%	0.5%	-	0.5%	4.5%	27.7%	66.4%	-
4. Overall, I am satisfied with how easy it is to use this system.	1.55***	0.78	2.85	0.5%	0.5%	-	0.9%	3.6%	40.0%	45.5%	-
Information Quality (PSSUQ normed items only)	1.75***	0.85	3.02								
Information Quality (all 8 items)	2.02	0.81	n/a								
5. The information (such as on-line help, on-screen messages, and other documentation) provided with this system was clear.	1.57 ***	0.84	2.96	0.5%	0.5%	0.9%	0.5%	4.5%	37.7%	54.5%	0.9%
6. The system was helpful with troubleshooting if an error message occurred.	1.30***	1.77	3.70	0.5%	1.4%	1.4%	8.2%	0.9%	6.4%	9.1%	72.3%
7. The information was effective in helping me complete the tasks and scenarios.	1.67***	0.98	2.74	0.5%	1.4%	1.4%	8.2%	5.9%	34.5%	53.6%	0.9%
8. The organisation of the information on the system screens was clear.	1.52***	0.87	2.66	0.5%	0.5%	0.9%	1.4%	4.5%	30.5%	61.8%	-
9. There was enough information provided to enable me to complete the modules without any help.	1.47	0.89	n/a	0.9%	-	1.4%	0.5%	3.2%	28.6%	65.0%	0.5%
10. There were opportunities for me to practice new concepts and skills in the modules.	2.21	1.37	n/a	1.4%	2.3%	3.6%	9.1%	11.8%	32.7%	36.4%	2.7%
11. The modules provided enough feedback for the tasks I completed.	2.48	1.54	n/a	0.9%	4.5%	6.4%	14.5%	9.1%	29.5%	33.2%	1.8%
12. The modules provided opportunities to complete activities in a way that I enjoyed (e.g., drag & drop, multiple choice, text boxes).	2.05	1.34	n/a	0.9%	3.2%	3.2%	5.5%	9.5%	33.6%	42.3%	1.8%
Interface Quality (PSSUQ normed items only)	1.71***	0.89	2.49								
Interface Quality (all 3 items)	1.74	0.86	n/a								
13. I liked using the interface of this system.	1.75***	0.98	2.42	0.5%	0.9%	0.9%	3.6%	6.4%	40.9%	46.8%	-
14. This system has all the functions and capabilities I expect it to have.	1.67***	0.91	2.79	0.5%	0.9%	0.5%	1.8%	5.9%	40.9%	49.5%	-
15. The interface was free of any errors or distracting elements.	1.78	1.17	n/a	0.5%	1.4%	5.5%	0.9%	3.2%	37.7%	50.9%	-
Overall Platform Quality (PSSUQ normed items only)	1.78***	0.75	2.82								
Overall Platform Quality (all 15 items)	1.92	0.75	n/a								

*** $p < .001$

²⁶ Lewis, J. (2002). Psychometric Evaluation of the PSSUQ Using Data from Five Years of Usability Studies. *International journal of human-computer interaction*, 14(3), 463-488. https://doi.org/10.1207/S15327590IJHC143&4_11

²⁷ Scale used 1 = strongly agree, 2 = agree, 3 = slightly agree, 4 undecided, 5 = slightly disagree, 6 = disagree, 7 = strongly disagree

4.2.2.5. Quality Feedback

Participants were asked to provide feedback on the learning platform used to deliver the modules. Participant feedback regarding the module platform system, information and interface quality was predominantly very positive. While this was the case, as might be expected with newly developed online learning content there were some platform issues reported. Consequently, all participant feedback regarding the system, information and interface quality was provided to the module developers, in a de-identified format, to enable correction of errors identified and improvement suggestions to be reviewed.

In terms of the platform quality subscale areas, the following are summaries of the feedback received.

System Quality: As reflected in the ratings in Table 18, satisfaction with the platform system quality was very high. Participants frequently described the system as easy to navigate, simple to use, and the consistent layout was a valued feature. Several participants commented that they appreciated being able to revisit sections in the module when needed (e.g., *“Previous pages and sections were easy to ‘go back’ if I needed to clarify anything”*). While a small number of participants reported episodes of platform instability (e.g., being logged out, completed exercises that were re-presented), this was not the experience of most participants who generally reported that the system functioned well (e.g., good load times).

The accessibility of the module system was frequently acknowledged as contributing to the system quality including: the availability of the options to download and work on printed materials (e.g., *“Being able to do this on paper had meant that I can keep the document and refer back to it and make additional notes”*); to complete tasks using different modalities such as video, audio or typed text; and closed captions on videos (e.g., *“I particularly like the close captions on videos and the variety of ways participants can choose to respond to the content”*) although there were a small number of respondents who wanted full transcripts for videos to improve accessibility (e.g., *“Was pretty good but transcript for videos would be more accessible”*). Several participants commented positively about the availability of accessibility options to enable them to engage with and learn from the modules (e.g., *“Once I found the accessibility options and turned on the special font (Dyslexi?) it was great! One thing I couldn’t find though was an option for those that may have hearing impairments”*). The “UserWay Accessibility Menu” was considered to be particularly effective (e.g., *“The UserWay Accessibility Menu was very helpful as it provided many options and modes, and this was much more easier to use and effective than any other Accessibility options I have used in the past for webpages”*). Nonetheless, some accessibility issues were identified. For example, one participant reported problems with using screen reading technology with the module, commenting that the *“inconsistent use of full stops at the end of dot points made using screen reading technology hard to understand. When there are no full stops, the technology does not pause at the end of each dot point and instead just mashes them all together which makes it very difficult to understand”* and others also considered access to text readers would be a very helpful addition to the module quality (e.g., *“One thing that I feel would be a great addition to the ability for me to learn from these modules is an option to have a read aloud function. It can be challenging to take in lots of information when trying to read the content and hearing it can be a very helpful alternative”*). A participant with a visual disability who required the fonts to be enlarged noted that this *“can make hot buttons be off the screen which is very frustrating”*.

Overall, the system quality of the module platform was very favourably reviewed. When suggestions for improvements were made, these largely involved additional accessibility options (e.g., text reader functions) for the module platform. One participant commented that should any changes be made to the module platform in the future that *“it’s important to remember that any improvements or changes over time should still keep consistency with the overall layout”*.

Information Quality: Most participants provided very positive feedback about the information quality of the module platform, consistent with the high levels of satisfaction shown in Table 18. The amount and layout of information on the screen was considered appropriate, with many commenting that the content was logically presented, uncluttered and not overwhelming (e.g., *“I particularly appreciated that it wasn’t an information overload on the*

screen, and that the information was broken down succinctly”), although a small number of participants did report difficulties with the amount of written content (e.g., *“The amount of information per screen was reasonable, but sometimes seems a bit too much and can feel a bit overwhelming to read at one time”*) and others wanted more visual content (e.g., videos, infographics). The value of using lists and dot points to break up text was remarked on by several participants (e.g., *“good use of dot points to make it easy to read and absorb information”*).

Most commonly instructions for completing the modules and using the system were positively reviewed (e.g., *“I thought all the information was great quality, it had plenty of instructions and explanations”*). There were very occasional issues raised regarding the information provided, for example, a small number of participants had problems understanding the instructions for completing module tasks (e.g., *“Some of the instructions took me a few attempts to understand the tasks”*). There were a small number of requests for more prior information about how to use the modules (e.g., *“Not enough clarity regarding the structure of the website; How to complete the module and what accompanying resources were available for download”*) and clarity about whether completed responses would be accessible once the module was completed (e.g., *“One feature I thought could improve is the way our personal responses are recorded. I found it difficult to locate them later for future reference and action. Unless I've missed an easier way, I found myself searching manually through each section to find my responses”*). Confidentiality of responses was also raised with one participant querying about *“the level of confidentiality of my responses within the module”* whilst another commented that the *“The OAuth flow using social media can potentially be scary. It needs to be made clearer that this website won't post to socials / linkedin”*.

The use of exercises in the modules was highly valued and considered very useful for consolidating learning, particularly the reflection activities. There were participants who considered the number of exercises was satisfactory and appropriate but others wanted more. Most often the exercises were described as beneficial. There were different opinions regarding which types of exercises were most useful and some comments related to issues in completing the tasks. For example, for text responses a participant commented that they *“wish the text entry boxes had more room or an option to scroll through what has been written in a response to check before submitting”* and others commented that they were unclear how long their text-based answers should be or how much detail they should provide. Others noted problems completing tasks (e.g., *“It was all easy except for the activities where you click things together, these were a bit glitchy”* and *“Sometimes the drag-and-drop selector could get stuck to the wrong option”*). A small number of participants noted that it would be helpful to be able to save partially completed responses in exercises to revisit material on previous pages in order to complete the exercise. Undertaking the exercises in accessibility mode was problematic for one participant who noted that when they *“changed the screen settings to bigger font, the colour of the screen and to dyslexia mode I wasn't able to complete the activities”*.

Opportunities to practice skills via exercises was highly valued. Some were satisfied with the number of practice opportunities (e.g., *“The opportunities to practise new skills were abundant and very practical and could actually be used in a real world setting”*) whereas others would have liked more exercises to practice skills. As shown in Table 18, the provision of feedback on completed exercises was the item that there was the least satisfaction with in terms of the Information Quality subscale. Participants acknowledged that in the context of the module design, feedback was easier for certain types of exercises (e.g., multiple choice tasks) than others (e.g., free text responses). For example, one participant commented that *“feedback on this module is really just “task completed” and I do understand that there would be a lot of work involved with any more feedback than that due to being able to freely enter into a text box”* with another participant commenting that there *“isn't really ‘feedback’ as it's kind of hard to do that when someone replies in a text box a random answer - hard to quantify I guess for feedback unless it was made more of a multi guess situation or you incorporated ChatGPT as part of the client to provide a response”*.

Overall, the Information Quality of the module platform was reported to be high by participants. Trial participants generally noted that the quality of the information provided enabled them to undertake the modules effectively and the exercises and opportunities to practice skills contributed to consolidating their learning. Regarding the information quality of the module platform, suggestions for improvement often related to individual preferences

(e.g., having less information on the screen, types of exercises included), the provision of performance feedback (although it was recognised as difficult to achieve in an online learning situation such as this) and also included clarification regarding the confidentiality of responses provided in module exercises.

Interface Quality: Most of the feedback received about the module interface quality was also very positive (e.g., *"I liked the UI and I'm a front-end web developer by trade"*). Most participants commented favourably about the presentation of the interface noting that it was well organised and not distracting (e.g., *"It was simple and uncluttered, with nothing drawing your view away from the information"*) other than the occasional typing errors *"as they can be quite distracting"*. Furthermore, participants noted that it was easy to adapt the presentation to meet sensory requirements (e.g., *"The accessibility modes had good customization for screen colours and text choices to aid readability"*) although there were some requests for a dark or night mode setting. Most commonly the choice of green for the interface was positively received and was described favourably (e.g., *"calming"*, *"soothing"*, *"friendly to the eyes"* *"inoffensive"*).

The quality of the video and audio in the modules was also described positively (e.g., *"The audio and videos had no issues and were very professional"*) and the value of autistic perspectives was again reported positively (e.g., *"The videos were great and it was nice to hear how other people on the spectrum deal/feel with living independently"*). There were no concerns raised in the feedback regarding there being too many hyperlinks to other resources and having the hyperlinks open in a new tab was favourably viewed. Some participants did comment on hyperlinks that were not working but generally the content available on the hyperlinked pages was reported to be useful and added valuable information (e.g., *"I loved the hyperlinks to other pages, I opened them all so I could look further into them and bookmark the ones I felt would be helpful in the future"*).

The modules were completed by participants on a range of devices. However, regarding the interface quality and device type some, but definitely not all, found completing the module on the phone more difficult due to the amount of content and/or with inputting text responses or completing exercises (e.g., drag and drop exercises). For example, *"I mostly used my MacBook to complete it, however, did at times switch to my phone browser. My phone browser I found obviously less easy to navigate, which is understandable, but I think it would definitely be helpful to try and include the progress percentage on the screen as I utilize it to help me feel orientated within the module (helps me not feel lost and like it is never ending etc)"* and others commented on the placement of the accessibility menu when using a phone (e.g., *"I thought it was all very easy to navigate, I used my phone this time to do it. Only thing was I kept accidentally bumping the accessibility button so many times it was irritating"*) and difficulties with the save and continue button which *"doesn't come up properly on a mobile phone, you can still press it but you can't really read it"*.

The interface quality of the module platform received very positive feedback from participants, including from a few participants who identified themselves as working as web-developers. Trial participants acknowledge the attention to the interface design that positively influenced their ability to engage with the module (e.g., colour used, fonts, ability to customise for sensory preferences, the quality of videos and audio materials) and suggestions for improvement were limited (e.g., fixing broken hyperlinks, typographical errors).

4.2.2.6. Website Usability Summary

Overall, very high levels of satisfaction with the platform quality were reported by the trial participants, with all mean values for the Autistics' Guide to Adulthood platform significantly better than the PSSUQ norms.

"I liked the presentation. Often, ASD geared sites that aren't run by fellow Auties is bubblegummy and condescending. This site did not feel that way at all. It was informative but not condescending, the colours weren't distracting, but also weren't boring."

System quality: The evaluation considered aspects of the system that can impact usability and either facilitate or hinder learning (e.g., ease and comfort of use, accessibility features, platform functional performance). Ratings on the PSSUQ items and qualitative feedback supported the very high system quality of the module platform. Participant feedback included that the module platform was easy to navigate, simple to use, and consistently presented. Many commented very favourably on the accessibility options available for engaging with and completing module components. Most often participants reported that the system functioned appropriately (e.g. fast load times, stayed logged in). When improvement suggestions were made, these largely involved adding further accessibility options (e.g., text reader functions) to the module platform.

Information quality: The evaluation aimed to understand the extent to which the information provided on the platform enabled users to effectively undertake and learn from the modules (e.g., the adequacy of instructions for using the modules or completing exercises, the amount of information per screen, opportunities available to practice skills and receive performance feedback). Participant ratings and feedback showed there was a very high level of satisfaction with the information quality of the module platform. In general, participants reported that the content was logically and clearly presented, the amount of information per screen was appropriate, and the information and instructions provided for completing the module were easy to understand. Opportunities to practice skills were valued and, for the most part, functioned well. Improvement suggestions often related to individual preferences (e.g., less information presented on screens, use of different exercise modalities), the provision of performance feedback (although it was recognised as difficult to achieve in an online learning situation such as this), and also included requests for clarification regarding the confidentiality of responses uploaded to the module platform.

Interface quality: The evaluation considered aspects of the presentation that influence user engagement with the modules (e.g., features of the presentation such as colours, fonts, quality of audio and visual materials; the functionality and usefulness of hyperlinks; the presence of on-screen distractions such as spelling errors). The quality of the module interface was considered to be very high and positive feedback was provided by trial participants, including from participants who identified themselves as web-developers. Trial participants acknowledged the attention that had been paid to the interface design and the majority commented that this positively influenced their capacity to engage with the modules (e.g., colour used, fonts, ability to customise for sensory preferences, simple and uncluttered presentation of content, helpful hyperlinks to additional material, the high quality of videos and audio materials). Some participants identified issues with completing the module on a phone, although comparison of quality ratings according to the device type used to complete the module showed no significant differences in participant evaluations and not all participants who used a phone reported difficulties. Improvement suggestions were minimal and largely included fixing broken hyperlinks and correcting typographical errors.

Overall, trial participants viewed the module platform quality extremely favourably. While this was the case the qualitative feedback did highlight the challenge faced by the developers in constructing a universally accepted platform that suits the needs and preferences of all potential users. For example, the green colour used for the module interface was most often well received but there were a small number of participants who commented that they did not like the colour used. Similarly, most participants felt that the amount of information presented on each screen was good and not overwhelming; however, a small number of participants indicated they would prefer less text. Nonetheless, despite this there was acknowledgment from trial participants of the value of the module series and of the time and effort that had been invested to ensure the module platform was fit for purpose.

Validating the high level of satisfaction with the module series was the number of participants who indicated that they would recommend the modules to others, with 91% indicating they would recommend the module series to others (e.g., *“Really useful information and easily accessible. I will be forwarding the site onto friends, family and my psychologist”*). Reasons for recommending the modules included the quality of the module information, the potential usefulness to others, and that the modules filled a self-development gap for autistic adults. In addition, participant reasons referred to the quality of the module platform (e.g., accessibility of information and response options, clearly and pleasantly presented, easy to use and navigate, not distracting and free of errors, useful hyperlinks to helpful resources, content logically presented, no information overload and completed at own pace, well researched and evidence-based content, mobile device friendly, high quality, and customisable interface).

“Although I've provided a lot of comments about sections that could be modified or expanded upon, I think this is a fantastic initiative with potential to become a trusted, beneficial resource that offers information that aligns with a truly neurodiversity-affirming perspective. Thank you”

“The quality of the website was better than ones I have used in paid courses, I will definitely be returning to do some more modules and will encourage my teenagers to check it out as well.”

“Having advice catered to Autistic adults is rare since a lot of autistic information is focussed towards early intervention stuff for kids”

“The online module has user-friendly interface, engaging multimedia, clear presentation of information, the quality of the content and the overall user experience make it a reliable and effective platform for online learning”

5. Summary and Recommendations

The Autistics’ Guide to Adulthood online learning module series was created to provide an innovative means for autistic adults to access self-development resources to enhance health, wellbeing, and community participation. The module topics for the series were based on consultation and research findings to identify the areas of greatest need for autistic adults. The choice of a free online mode of delivery for the modules aimed to increase accessibility to quality self-development opportunities for autistic adults who may otherwise experience barriers that prevent them from accessing such support (e.g., due to their location, work or childcare responsibilities, health and/or sensory sensitivities). The purpose of this evaluation was to understand the extent to which these newly developed modules effectively engaged users and contributed to learning and personal development outcomes.

The findings of this evaluation suggest that each of the Autistics’ Guide to Adulthood modules was relevant to the needs of autistic adults and contributed to improvements in module-related knowledge, satisfaction with abilities, and self-efficacy for most trial participants. Importantly, 85% of the trial participants who had been able to implement suggestions derived from the modules reported that they had been moderately to extremely successful in their attempts, demonstrating that there had been effective transfer of learning following module completion. Contributing to these outcomes was the quality of the module content and the platform used to deliver the modules, with participant satisfaction with each being very high. Participant feedback demonstrated that the modules met the best practice criteria identified by Goode (2003) for high quality, effective and usable online learning modules. Furthermore, the feedback demonstrated that the anticipated advantages of online learning were reported by participants (e.g., able to utilise preferred stress reduction mechanisms while undertaking a module, able to complete the module in a preferred environment, and/or able to take breaks when needed).

The commitment by the Autistics' Guide to Adulthood team to addressing the three key guiding design principles for creating conducive online learning environments and experiences for autistic adults were crucial to achieving the best practice standards that contributed to the successful participant outcomes reported. These include the principles associated with the development approach (i.e., use of participatory design procedures that draw on specialist expertise and unique knowledge), the pedagogic principles underlying the development of learning methods and materials (i.e., use of the Universal Design for Learning framework to enable learners to engage and interact with content in the way that suits them best), and the principles associated with the development of an effective user interface (i.e., considering features such as the perceivability, operability, understandability, and robustness of the interface).

It was evident in participant feedback that the participatory design process involving autistic adults was essential to the usability and positive personal outcomes associated with completing the modules. The value of the input was evident in the interface design, which incorporated the perspectives of autistic adults collected in the Autism SA survey; in the module content and presentation that were considered to be relevant and suitable, including the manner in which autism is depicted; and in the authentic perspectives and lived experiences included in each of the modules. These perspectives and lived experiences were clearly valued by participants and were cited as contributing to the high quality and usefulness of the modules, with participant feedback including requests for more autistic-specific resources or viewpoints.

The attention by the development team to providing an interface design that optimised user engagement, interaction, and learning was also apparent in the evaluation findings. The website usability feedback from participants showed that trial participants viewed the quality of the module platform extremely favourably and, where applicable comparisons were available, participant satisfaction with the platform was significantly better than the norms for the established computer program usability scale used in the evaluation and this included for all three quality areas assessed (i.e., system quality, information quality, and interface quality). Though all three types of quality were viewed favourably, there was one important concern raised by a small number of participants regarding the platform information quality that does require attention. This concern involves the confidentiality and storage of any data provided or uploaded to the modules (e.g., written or video responses uploaded when completing exercises). Whilst the platform does include a Privacy Policy, it is important that the security and confidentiality of responses uploaded to the platform is explicitly documented.

Participant feedback indicated a majority viewpoint that the user interface and associated information was presented in a manner that users were able to understand (i.e., they were perceivable). Similarly, feedback showed that users were able to readily navigate, understand, and operate the user interface and information contained within the modules (i.e., they were operable and understandable). Feedback indicated that the developers had ensured that the interface design presented the content in a manner that provided suitable scaffolding support for the executive functions associated with planning and organising, managing information and resources, and monitoring progress (e.g., clear headings, visual grouping of content, use location indicators / 'breadcrumbs' 'to orient users and to indicate when sections have been completed). The robustness of the module platform was also fundamentally supported, with successful use of the platform on multiple device types reported and in association with accessibility technologies, although minor issues with speech reader technology were reported (e.g., due to missing punctuation).

Developer attention to the principles and strategies of universal design for learning were also readily apparent in participant feedback and were favourably viewed. The modules incorporated multiple modes for participants to engage and respond to the content according to their preferred learning styles. Participants commented on multiple examples of universal design strategies that were incorporated in the Autistics' Guide to Adulthood modules including: use of audio, video and graphics in the modules; downloadable pdfs to support learning; the capacity to

select preferred methods for responding to module exercises; the capacity to personalise the presentation of the interface to suit individual preference and/or sensory needs; material that was clearly and logically presented; information presented in an uncluttered and consistent format; and the availability of effective accessibility functions although adding text to speech functions was requested.

Feedback was reviewed for any evidence of the online learning barrier reported in the literature involving the three disorientation types (i.e., navigational, contextual, and procedural). Navigational and contextual disorientation in online learning situations arise when hyperlinks to other resources cause learners to become confused regarding the importance, credibility, and context of the information available at the hyperlink locations. Many references were made by participants to the hyperlinked information in the modules and there was a consensus that the additional material was valuable. No participants commented that hyperlinks caused them to become disoriented in their learning. This suggests that the developers provided links that were relevant to the module content and learning goals. Regarding procedural disorientation, there were a small number of participants who mentioned some procedural uncertainty; for example, participants reported uncertainty about how long text-based responses were required to be for exercises and others were keen to receive feedback on their text-based or videoed responses. While this feedback was sought after, participants also acknowledged the difficulty of providing this feedback in this online context.

While participants acknowledged that feedback or support was difficult to provide in the online learning environment used for the Autistics 'Guide for Adulthood module series, there were still a number of suggestions relating to online support practices (e.g., discussion boards for module users to communicate and support each other with completing the module, social network groups etc). These suggestions have resource implications for the Autistics' Guide to Adulthood program as they would require moderators to be available. Nonetheless, methods by which future participants could receive support is an area for ongoing consideration (e.g., by expanding the frequently asked questions to include common queries, provision of information about similar face-to-face programs or other available supports users could access).

The Autistics' Guide to Adulthood modules were trialled by a committed group of participants who engaged enthusiastically with the study, many of whom were very generous with their feedback. The value of the modules to participants was reflected in the feedback provided and also requests for more such modules to be developed; for example, modules addressing more advanced or specialised skills associated with the existing topics, for plain English versions of the existing modules, for other modules to be developed to address topics (e.g., engaging with the law/legal system). While it was evident that most participants found the modules to be useful, there were participants who did not feel that the module format met their needs. This is as might be expected and demonstrates the difficulty associated with developing a universal module that met the needs and preferences of all potential users. Nonetheless, often the feedback from participants who felt they already had the knowledge provided in the modules was that completing the module served as a valuable refresher and/or may have been of value to them at a different stage in their life. There were very few participants who had no positive feedback to provide about the modules and, while there may be other module users who view the modules similarly in the future, the advantage with the modules is that there is no cost associated with withdrawing.

Overall, these evaluation findings support the usefulness and effectiveness of each of the Autistics' Guide to Adulthood modules. However, this evaluation only utilised pre- and post-module measures and did not include any longer-term follow-up to consider the ongoing benefits of completing the modules. Consequently, it is not possible to draw any conclusions about the maintenance of module-related knowledge, satisfaction with abilities, or self-efficacy. Nevertheless, the fact that the modules are free and easily accessed means that users are able to revisit the modules whenever they wish should they have the need, and several participants indicated in their feedback that this is what they intended to do in the future. Thus, while it is possible that participants may need refreshers for

maintenance purposes, the free online module format enables this to be readily undertaken. Future research could address this issue of longer-term maintenance (e.g., after six months and 12 months) to determine if successfully completing the modules results in significant practical improvements in the lives of autistic participants with different demographics and to understand any additional assistance that may be required (e.g., access to mentoring assistance or other supports).

The evaluation findings also suggest other future research opportunities involving the modules. In particular, the participant cohort for this evaluation largely identified as female. This may reflect more interest by females in self-development opportunities. The recruitment of more participants in future studies who identify as male or another gender identity would be worthwhile to investigate whether the outcome findings remain the same. Consideration might also be given to whether other demographic characteristics should be included in future studies, such as whether participants are married, in de facto relationships and whether they have children, as was evident for a number of participants in this study. Such differences might have implications for the development of new modules or for revising the content of some existing modules. There were 24 participants who commenced a module trial and subsequently disengaged with the research. It is not possible to comment on the reasons for all withdrawals as this feedback was not available in all cases; however, some did report having difficulties meeting the timeframe requirements for the study. It is possible that others who disengaged found the modules too difficult. One participant required the assistance of an Autistics' Guide to Adulthood team member to complete their trial and a small number of others indicated they received assistance from others (e.g., a family member, support worker). It would be useful to understand the number of users who find the modules too difficult as this may inform the need for plain English versions of the modules in the future.

Overall, this evaluation of the module effectiveness and useability of the Autistics Guide to Adulthood has resulted in very positive learning outcomes reported by participants and very positive evaluations of the module system. One important concern raised was the cyber-security of any information provided by participants when completing the modules. There were other recommended improvements that could be made to the content of modules and ease of access to them, but these were only part of their very favourable reception as demonstrated by participants' intentions to access other modules, revisit modules already completed and recommend the modules to others. Future research is needed to assess the extent to which the learning outcomes from completing these modules results in significant and lasting quality of life outcomes for autistic participants. The long-term success of learning systems of this kind also depends on continued funding to update the system and make improvements based on participant feedback.

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Appendix 1: Module Selection Survey

First name	Email:	Home postcode		
What is your age: <input type="radio"/> 18-24				
<input type="radio"/> 25-34				
<input type="radio"/> 35-44				
<input type="radio"/> 45-54				
<input type="radio"/> 55-64				
<input type="radio"/> 65-74				
<input type="radio"/> 75+				
Gender identity				
1. Do you identify as:				
Autistic/Person on the Autism Spectrum?		<input type="radio"/> Yes	<input type="radio"/> No	
Culturally and Linguistically Diverse (CALD)?		<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Prefer not to say
Aboriginal and Torres Strait Islanders (A&TSI)?		<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Prefer not to say
LGBTIQ+?		<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Prefer not to say
Person with disability?		<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Prefer not to say
If yes, please provide details				
2. Do you live independently (e.g., do not live with your parent/s)?		<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Prefer not to say
3. Do you use spoken language to communicate?		<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Prefer not to say
4. What is your highest level of education?				
5. What is your employment status?				
Communication				
1 How satisfied are you with your ability to communicate and interact with other people? (e.g., with people you know and new people you meet in your day-to-day life)				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
2 How important is it to you to improve your ability to communicate and interact with other people? (e.g., with people you know and new people you meet in your day-to-day life)				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all important	Slightly important	Moderately important	Important	Very important

Friendships				
3	How satisfied are you with your present friendships and with the number of friends that you have?			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
4	How important is it to you to have new friendships or to improve your existing friendships?			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all important	Slightly important	Moderately important	Important	Very important
Romantic Relationships				
5	How satisfied are you with the presence or absence of a romantic relationship in your life?			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
6	How important is it to you to start a romantic relationship or to improve an existing romantic relationship?			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all important	Slightly important	Moderately important	Important	Very important
Entertainment, Recreation and Leisure				
7	How satisfied are you with what you do in your leisure time by yourself and/or with others? (e.g., belonging to a club or interest group, playing sport, engaging in a hobby, or online activities)			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
8	How important is it to you to improve what you do in your leisure time by yourself and/or with others?			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all important	Slightly important	Moderately important	Important	Very important
Physical Health				
9	How satisfied are you with your current physical health and wellbeing? (e.g., exercise, sleep, diet, and access to health care services like your doctor)			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
10	How important is it to you to improve your current physical health and wellbeing?			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all important	Slightly important	Moderately important	Important	Very important
Mental Health				
11	How satisfied are you with your current mental health and wellbeing? (e.g., how happy you feel or how low you feel)			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
12	How important is it to you to improve your current mental health and wellbeing?			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all important	Slightly important	Moderately important	Important	Very important

Self-Advocacy				
13 How satisfied are you with being able to speak up and make decisions for yourself? (e.g., speaking up with respect to what you want to do or the services you receive)				
<input type="radio"/> Very dissatisfied	<input type="radio"/> Dissatisfied	<input type="radio"/> Neutral	<input type="radio"/> Satisfied	<input type="radio"/> Very satisfied
14 How important is it to you to improve your ability to speak up and make decisions for yourself?				
<input type="radio"/> Not at all important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important
Living Independently				
15 How satisfied are you with your current level of independence? (e.g., being able to care for yourself, being independent in your living arrangements)				
<input type="radio"/> Very dissatisfied	<input type="radio"/> Dissatisfied	<input type="radio"/> Neutral	<input type="radio"/> Satisfied	<input type="radio"/> Very satisfied
16 How important is it to you to improve your current level of independence?				
<input type="radio"/> Not at all important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important
Education				
17 How satisfied are you with your current ability to access (e.g., selecting and enrolling in a course) and your current involvement with education programs (e.g., gaining new knowledge and skills, being able to engage with your studies, being able to learn)?				
<input type="radio"/> Very dissatisfied	<input type="radio"/> Dissatisfied	<input type="radio"/> Neutral	<input type="radio"/> Satisfied	<input type="radio"/> Very satisfied
18 How important is it to you to improve your access or current involvement in education programs?				
<input type="radio"/> Not at all important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important
Employment				
19 How satisfied are you with your ability to get and maintain a job? (e.g., paid employment, volunteer work, support to find and keep employment)				
<input type="radio"/> Very dissatisfied	<input type="radio"/> Dissatisfied	<input type="radio"/> Neutral	<input type="radio"/> Satisfied	<input type="radio"/> Very satisfied
20 How important is it to you to improve your ability to get and maintain a job?				
<input type="radio"/> Not at all important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important

Scoring guidelines for the Module Selection Survey (for determining suggested module completion priorities for invitations)

Invitations to undertake modules were provided based on scores established using a numerical weighting of both the importance and level of satisfaction with skills (i.e., satisfaction rating x importance rating) as shown in the matrix below. Use of this matrix approach considered both motivation (i.e., based on importance ratings) and need (i.e., based on satisfaction ratings).

Module priority categories:

Priority Categories for Completing Modules	
1	Highest priority modules (i.e., essential for improving life satisfaction)
2	High priority modules (i.e., very important for improving life satisfaction)
3	Medium priority modules (i.e., beneficial for improving life satisfaction)
4	Lowest priority modules (i.e., of some use for improving life satisfaction)

Motivation x needs calculation matrix

Satisfaction with current skills/knowledge (needs)	Importance to improve (motivation)				
	Very important (5)	Important (4)	Moderately Important (3)	Slightly important (2)	Not at all important (1)
Very dissatisfied (5)	25	20	15	10	5
Dissatisfied (4)	20	16	12	8	4
Neither satisfied nor dissatisfied (3)	15	12	9	6	3
Satisfied (2)	10	8	6	4	2
Very satisfied (1)	5	4	3	2	1

Appendix 2: Pre- and Post- Module Self-Evaluation Surveys

Communication Module: Pre-module survey

1. a) I know the steps to communicate with people I know (e.g., family and friends).

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

- b) I know the steps to communicate with people I meet in my day-to-day life (e.g., acquaintances or strangers).

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. a) How satisfied are you with your ability to communicate with people you know (e.g., family and friends)?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

- b) How satisfied are you with your ability to communicate with new people you meet in your day-to-day life (e.g., acquaintances or strangers)?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Please comment on what you think are your strengths with regard to communication.

4. Please comment on what you most want to learn about with regard to communication.

5. a) I am confident I know how to communicate with people I know (e.g., family and friends).

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

- b) I am confident I know how to communicate with new people I meet in my day-to-day life (e.g., acquaintances or strangers).

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

6. I am motivated to complete this module on communication.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your motivation for doing this module.

Communication Module: Post-module survey

1. a) I know the steps to communicate with people I know (e.g., family and friends).

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

- b) I know the steps to communicate with people I meet in my day-to-day life (e.g., acquaintances or strangers).

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. a) How satisfied are you with your ability to communicate with people you know (e.g., family and friends)?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

- b) How satisfied are you with your ability to communicate with new people you meet in your day-to-day life (e.g., acquaintances or strangers)?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Is there anything you plan to do differently in your life as a result of doing this module?

4. a) Using a scale of 1-5, has this module improved your knowledge to communicate with people you know (e.g., family and friends)?

1 2 3 4 5
Not at all Very little Some Quite a bit Very much

Please comment on your rating

- b) Using a scale of 1-5, has this module improved your knowledge to communicate with people you meet in your day-to-day life (e.g., acquaintances or strangers)?

1 2 3 4 5
Not at all Very little Some Quite a bit Very much

Please comment on your rating

5. a) I am confident I know how to communicate with people I know (e.g., family and friends).

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

- b) I am confident I know how to communicate with people I meet in my day-to-day life (e.g., acquaintances or strangers).

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

- c) If your confidence about communicating has changed since doing this module, please give some examples of how it has changed.

6. Have you had an opportunity to make use of any of the suggestions contained in this module?

- ☐ Yes ⇒ If yes, how did it go?
- ☐ Not at all successful
- ☐ Slightly successful
- ☐ Moderately successful
- ☐ Very successful
- ☐ Extremely successful

Please comment

- ☐ No ⇒ If no, please comment on why you did not have an opportunity (e.g., have just finished the module)

7. I am motivated to make use of the suggestions from this module.

- ☐ Strongly disagree ⇒
- ☐ Disagree ⇒
- ☐ Undecided ⇒
- ☐
- ☐ Agree ⇒
- ☐ Strongly agree ⇒

Please comment on your rating

Which suggestions from the module are you most motivated to use?

8. a) How would you rate the overall quality of the information in this module?

★ ★★ ★★★ ★★★★ ★★★★★

Needs considerable Needs some Ok as is Good Excellent

improvement improvement

Please comment on the quality of the information in this module.

- b) How would you rate the overall usefulness of the information provided in this module?

★ ★★ ★★★ ★★★★ ★★★★★

Needs considerable Needs some Ok as is Good Excellent

improvement improvement

Please comment on how useful the information provided in the module was.

- c) In what ways could the module be improved?

9. Would you like to engage with more of the Autistics' Guide to Adulthood online modules?

- ☐ No ⇒ Please comment on why.
- ☐ Not sure ⇒
- ☐ Yes ⇒ If yes, what other topics would you be interested to do?

Education Module: Pre-module survey

1. a) I know the steps to access education programs (e.g., select and enrol in a course).

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

- b) I know the steps to benefit from an education program (e.g., learn new skills).

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. a) How satisfied are you with your ability to access education programs (e.g., select and enrol in a course)?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

- b) How satisfied are you with your ability to benefit from an education program (e.g., learn new skills)?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Please comment on what you think are your strengths with regard to participating in education programs.

4. Please comment on what you most want to learn about with regard to participating in education programs.

5. a) I am confident I know how to access education programs (e.g., select and enrol in a course).

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

- b) I am confident I know how to benefit from an education program (e.g., learn new skills).

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

6. I am motivated to complete this module on education.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your motivation for doing this module.

Education Module: Post-module survey

1. a) I know the steps to access education programs (e.g., select and enrol in a course).

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

- b) I know the steps to benefit from an education program (e.g., learn new skills).

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. a) How satisfied are you with your ability to access education programs (e.g., select and enrol in a course)?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

- b) How satisfied are you with your ability to benefit from an education program (e.g., learn new skills)?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Is there anything you plan to do differently in your life as a result of doing this module?

4. a) Using a scale of 1-5, has this module improved your knowledge on how to access education programs (e.g., select and enrol in a course)?

1 2 3 4 5
Not at all Very little Some Quite a bit Very much

Please comment on your rating

- b) Using a scale of 1-5, has this module improved your knowledge on how to benefit from an education program (e.g., learn new skills)?

1 2 3 4 5
Not at all Very little Some Quite a bit Very much

Please comment on your rating

5. a) I am confident I know how to access education programs (e.g., select and enrol in a course).

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

- b) I am confident I know how to benefit from an education program (e.g., learn new skills).

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

- c) If your confidence about either or both accessing or benefitting from education programs has changed since doing this module, please give some examples of how it has changed.

6. Have you had an opportunity to make use of any of the suggestions contained in this module?

- ☐ Yes ⇒ If yes, how did it go? ☐ Not at all successful
☐ Slightly successful
☐ Moderately successful
☐ Very successful
☐ Extremely successful

Please comment

- ☐ No ⇒ If no, please comment on why you did not have an opportunity (e.g., have just finished the module)

7. I am motivated to make use of the suggestions from this module.

- ☐ Strongly disagree ⇒
☐ Disagree ⇒
☐ Undecided ⇒

Please comment on your rating

- ☐ Agree ⇒
☐ Strongly agree ⇒

Which suggestions from the module are you most motivated to use?

8. a) How would you rate the overall quality of the information provided in this module?

★ Needs considerable improvement ★★ Needs some improvement ★★★ Ok as is ★★★★ Good ★★★★★ Excellent

Please comment on the quality of the information provided in this module.

- b) How would you rate the overall usefulness of the information provided in this module?

★ Needs considerable improvement ★★ Needs some improvement ★★★ Ok as is ★★★★ Good ★★★★★ Excellent

Please comment on how useful the information provided in this module was.

- c) In what ways could the module be improved?

9. Would you like to engage with more of the Autistics' Guide to Adulthood online modules?

- ☐ No ⇒ Please comment on why.
☐ Not sure ⇒
☐ Yes ⇒ If yes, what other topics would you be interested to do?

Employment Module: Pre-module survey

1. a) I know the steps to get a job.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

b) I know the steps to keep a job.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. a) How satisfied are you with your ability to get a job?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

b) How satisfied are you with your ability to keep a job?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Please comment on what you think are your strengths with regard to getting and/or keeping a job.

4. Please comment on what you most want to learn about with regard to getting and/or keeping a job.

5. a) I am confident I know how to get a job.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

b) I am confident I know how to keep a job.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

6. I am motivated to complete this module on employment.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your motivation for doing this module.

Employment Module: Post-module survey

1. a) I know the steps to get a job.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

b) I know the steps to keep a job.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. a) How satisfied are you with your ability to get a job?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

b) How satisfied are you with your ability to keep a job?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Is there anything you plan to do differently in your life as a result of doing this module?

4. a) Using a scale of 1-5, has this module improved your knowledge to get a job?

1 2 3 4 5
Not at all Very little Some Quite a bit Very much

Please comment on your rating

b) Using a scale of 1-5, has this module improved your knowledge to keep a job?

1 2 3 4 5
Not at all Very little Some Quite a bit Very much

Please comment on your rating

5. a) I am confident I know how to get a job.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

b) I am confident I know how to keep a job.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

c) If your confidence about either or both getting or keeping a job has changed since doing this module, please give some examples of how it has changed.

6. Have you had an opportunity to make use of any of the suggestions contained in this module?

- ☐ Yes ⇒ If yes, how did it go?
- ☐ Not at all successful
- ☐ Slightly successful
- ☐ Moderately successful
- ☐ Very successful
- ☐ Extremely successful

Please comment

- ☐ No ⇒ If no, please comment on why you did not have an opportunity (e.g., have just finished the module)

7. I am motivated to make use of the suggestions from this module.

- ☐ Strongly disagree ⇒
- ☐ Disagree ⇒
- ☐ Undecided ⇒
- ☐ Agree ⇒
- ☐ Strongly agree ⇒

Please comment on your rating

Which suggestions from the module are you most motivated to use?

8. a) How would you rate the overall quality of the information provided in this module?

- ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
- Needs considerable Needs some Ok as is Good Excellent
- improvement improvement

Please comment on the quality of the information provided in this module.

b) How would you rate the overall usefulness of the information provided in this module?

- ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
- Needs considerable Needs some Ok as is Good Excellent
- improvement improvement

Please comment on how useful the information provided in this module was.

c) In what ways could the module be improved?

9. Would you like to engage with more of the Autistics' Guide to Adulthood online modules?

- ☐ No ⇒ Please comment on why.
- ☐ Not sure ⇒
- ☐ Yes ⇒ If yes, what other topics would you be interested to do?

Entertainment, Recreation and Leisure Module: Pre-module survey

1. a) I know the steps to participate in leisure activities by myself.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

- b) I know the steps to participate in leisure activities with others.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. a) How satisfied are you with your ability to participate in leisure activities by yourself?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

- b) How satisfied are you with your ability to participate in leisure activities with others?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Please comment on what you think are your strengths with regard to participating in leisure activities.

4. Please comment on what you most want to learn about with regard to participating in leisure activities.

5. a) I am confident I know how to participate in leisure activities by myself.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

- b) I am confident I know how to participate in leisure activities with others.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

6. I am motivated to complete this module on entertainment and leisure.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your motivation for doing this module.

Entertainment, Recreation and Leisure Module: Post-module survey

1. a) I know the steps to participate in leisure activities by myself.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

- b) I know the steps to participate in leisure activities with others.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. a) How satisfied are you with your ability to participate in leisure activities by yourself?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

- b) How satisfied are you with your ability to participate in leisure activities with others?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Is there anything you plan to do differently in your life as a result of doing this module?

4. a) Using a scale of 1-5, has this module improved your knowledge to participate in leisure activities by yourself?

1 2 3 4 5
Not at all Very little Some Quite a bit Very much

Please comment on your rating

- b) Using a scale of 1-5, has this module improved your knowledge to participate in leisure activities with others?

1 2 3 4 5
Not at all Very little Some Quite a bit Very much

Please comment on your rating

5. a) I am confident I know how to participate in leisure activities by myself.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

- b) I am confident I know how to participate in leisure activities with others.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

c) If your confidence about participating in leisure activities has changed since doing this module, please give some examples of how it has changed.

6. Have you had an opportunity to make use of any of the suggestions contained in this module?

- ☐ Yes ⇒ If yes, how did it go?
- ☐ Not at all successful
- ☐ Slightly successful
- ☐ Moderately successful
- ☐ Very successful
- ☐ Extremely successful

Please comment

- ☐ No ⇒ If no, please comment on why you did not have an opportunity (e.g., have just finished the module)




7. I am motivated to make use of the suggestions from this module.

- ☐ Strongly disagree ⇒
- ☐ Disagree ⇒
- ☐ Undecided ⇒
- ☐ Agree ⇒
- ☐ Strongly agree ⇒

Please comment on your rating

Which suggestions from the module are you most motivated to use?

8. a) How would you rate the overall quality of the information provided in this module?

-  Needs considerable improvement
-  Needs some improvement
-  Ok as is
-  Good
-  Excellent

Please comment on the quality of the information in this module.

b) How would you rate the overall usefulness of the information provided in this module?

-  Needs considerable improvement
-  Needs some improvement
-  Ok as is
-  Good
-  Excellent

Please comment on how useful the information provided in the module was.

c) In what ways could the module be improved?

9. Would you like to engage with more of the Autistics' Guide to Adulthood online modules?

- ☐ No ⇒ Please comment on why.
- ☐ Not sure ⇒
- ☐ Yes ⇒ If yes, what other topics would you be interested to do?

Friendships Module: Pre-module survey

1. a) I know the steps to maintain or improve my current friendships.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

- b) I know the steps to make new friendships.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. a) How satisfied are you with your ability to maintain or improve your current friendships?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

- b) How satisfied are you with your ability to make new friendships?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Please comment on what you think are your strengths with regard to friendships.

4. Please comment on what you most want to learn about with regard to friendships.

5. a) I am confident I know how to maintain or improve my current friendships.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

- b) I am confident I know how to make new friendships.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

6. I am motivated to complete this module on friendships.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your motivation for doing this module.

Friendships Module: Post-module survey

1. a) I know the steps to maintain or improve my current friendships.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

- b) I know the steps to make new friendships.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. a) How satisfied are you with your ability to maintain or improve your current friendships?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

- b) How satisfied are you with your ability to make new friendships?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Is there anything you plan to do differently in your life as a result of doing this module?

4. a) Using a scale of 1-5, has this module improved your knowledge on maintaining or improving your current friendships?

1 2 3 4 5
Not at all Very little Some Quite a bit Very much

Please comment on your rating.

- b) Using a scale of 1-5, has this module improved your knowledge on how to make new friendships?

1 2 3 4 5
Not at all Very little Some Quite a bit Very much

Please comment on your rating.

5. a) I am confident I know how to maintain or improve my current friendships.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating.

- b) I am confident I know how to make new friendships.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating.

- c) If your confidence about friendships has changed since doing this module, please give some examples of how it has changed.

6. Have you had an opportunity to make use of any of the suggestions contained in this module?

- ☐ Yes ⇒ If yes, how did it go?
- ☐ Not at all successful
- ☐ Slightly successful
- ☐ Moderately successful
- ☐ Very successful
- ☐ Extremely successful

Please comment

- ☐ No ⇒ If no, please comment on why you did not have an opportunity (e.g., have just finished the module)

7. I am motivated to make use of the suggestions from this module.

- ☐ Strongly disagree ⇒
- ☐ Disagree ⇒
- ☐ Undecided ⇒

Please comment on your rating

- ☐ Agree ⇒
- ☐ Strongly agree ⇒

Which suggestions from the module are you most motivated to use?

8. a) How would you rate the overall quality of the information in this module?

★ ★★ ★★★ ★★★★ ★★★★★

Needs considerable Needs some Ok as is Good Excellent

improvement improvement

Please comment on the quality of the information in this module.

- b) How would you rate the overall usefulness of the information provided in this module?

★ ★★ ★★★ ★★★★ ★★★★★

Needs considerable Needs some Ok as is Good Excellent

improvement improvement

Please comment on how useful the information provided in the module was.

- c) In what ways could the module be improved?

9. Would you like to engage with more of the Autistics' Guide to Adulthood online modules?

- ☐ No ⇒ Please comment on why.

- ☐ Not sure ⇒

- ☐ Yes ⇒ If yes, what other topics would you be interested to do?

Living Independently Module: Pre-module survey

1. a) I know the steps to transition to living independently.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

b) I know the steps to live independently.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. a) How satisfied are you with your ability to transition to living independently?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

b) How satisfied are you with your ability to live independently?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Please comment on what you think are your strengths with regard to living independently.

4. Please comment on what you most want to learn about with regard to living independently.

5. a) I am confident I know how to transition to living independently.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

b) I am confident I know how to live independently.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

6. I am motivated to complete this module on living independently.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your motivation for doing this module.

Living Independently Module: Post-module survey

1. a) I know the steps to transition to living independently.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

- b) I know the steps to live independently.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. a) How satisfied are you with your ability to transition to living independently?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

- b) How satisfied are you with your ability to live independently?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Is there anything you plan to do differently in your life as a result of doing this module?

4. a) Using a scale of 1-5, has this module improved your knowledge to transition to living independently?

1 2 3 4 5
Not at all Very little Some Quite a bit Very much

Please comment on your rating.

- b) Using a scale of 1-5, has this module improved your knowledge to live independently?

1 2 3 4 5
Not at all Very little Some Quite a bit Very much

Please comment on your rating.

5. a) I am confident I know how to transition to living independently.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating.

- b) I am confident I know how to live independently.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating.

- c) If your confidence about either or both transitioning to or living independently has changed since doing this module, please give some examples of how it has changed.

6. Have you had an opportunity to make use of any of the suggestions contained in this module?

- ☐ Yes ⇒ If yes, how did it go?
- ☐ Not at all successful
- ☐ Slightly successful
- ☐ Moderately successful
- ☐ Very successful
- ☐ Extremely successful

Please comment

- ☐ No ⇒ If no, please comment on why you did not have an opportunity (e.g., have just finished the module)

7. I am motivated to make use of the suggestions from this module.

- ☐ Strongly disagree ⇒
- ☐ Disagree ⇒
- ☐ Undecided ⇒

Please comment on your rating

- ☐ Agree ⇒
- ☐ Strongly agree ⇒

Which suggestions from the module are you most motivated to use?

8. a) How would you rate the overall quality of the information provided in this module?

- ★ Needs considerable improvement
- ★★ Needs some improvement
- ★★★ Ok as is
- ★★★★ Good
- ★★★★★ Excellent

Please comment on the quality of the information provided in this module.

b) How would you rate the overall usefulness of the information provided in this module?

- ★ Needs considerable improvement
- ★★ Needs some improvement
- ★★★ Ok as is
- ★★★★ Good
- ★★★★★ Excellent

Please comment on how useful the information provided in the module was.

c) In what ways could the module be improved?

9. Would you like to engage with more of the Autistics' Guide to Adulthood online modules?

- ☐ No ⇒ Please comment on why.
- ☐ Not sure ⇒
- ☐ Yes ⇒ If yes, what other topics would you be interested to do?

Mental Health Module: Pre-module survey

1. I know the steps to maintain or improve my current mental health and wellbeing.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. How satisfied are you with your ability to maintain or improve your current mental health and wellbeing?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Please comment on what you think are your strengths with regard to your mental health and wellbeing.

4. Please comment on what you most want to learn about with regard to your mental health and wellbeing.

5. I am confident I know how to maintain or improve my current mental health and wellbeing.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

6. I am motivated to complete this module on mental health and wellbeing.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your motivation for doing this module.

1. I know the steps to maintain or improve my current mental health and wellbeing.

2. How satisfied are you with your ability to maintain or improve your current mental health and wellbeing?

3. Is there anything you plan to do differently in your life as a result of doing this module?

4. Using a scale of 1-5, has this module improved your knowledge to maintain or improve your mental health and wellbeing?

- Please comment on your rating.

5. I am confident I know how to maintain or improve my current mental health and wellbeing.

- Please comment on your rating.

If your confidence about mental health has changed since doing this module, please give some examples of how it has changed.

6. Have you had an opportunity to make use of any of the suggestions contained in this module?

- Please comment

○ No ⇒ If no, please comment on why you did not have an opportunity (e.g., have just finished the module)

7. I am motivated to make use of the suggestions from this module.

- Please comment on your rating

- ☐ Agree ⇒ Which suggestions from the module are you most motivated to use?
☐ Strongly agree ⇒

8. a) How would you rate the overall quality of the information provided in this module?

★	★★	★★★	★★★★	★★★★★
Needs considerable improvement	Needs some improvement	Ok as is	Good	Excellent

Please comment on the quality of the information provided in this module.

b) How would you rate the overall usefulness of the information provided in this module?

★	★★	★★★	★★★★	★★★★★
Needs considerable improvement	Needs some improvement	Ok as is	Good	Excellent

Please comment on how useful the information provided in this module was.

c) In what ways could the module be improved?

9. Would you like to engage with more of the Autistics' Guide to Adulthood online modules?

☐ No ⇒

☐ Not sure ⇒

☐ Yes ⇒

Physical Health Module: Pre-module survey

1. I know the steps to maintain or improve my current physical health and wellbeing.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. How satisfied are you with your ability to maintain or improve your current physical health and wellbeing?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Please comment on what you think are your strengths with regard to your physical health and wellbeing.

4. Please comment on what you most want to learn about with regard to your physical health and wellbeing.

5. I am confident I know how to maintain or improve my current physical health and wellbeing.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

6. I am motivated to complete this module on physical health and wellbeing.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your motivation for doing this module.

Physical Health Module: Post-module survey

1. I know the steps to maintain or improve my current physical health and wellbeing.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. How satisfied are you with your ability to maintain or improve your current physical health and wellbeing?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Is there anything you plan to do differently in your life as a result of doing this module?

4. Using a scale of 1-5, has this module improved your knowledge to maintain or improve your current physical health and wellbeing?

1 2 3 4 5
Not at all Very little Some Quite a bit Very much

Please comment on your rating.

5. I am confident I know how to maintain or improve my current physical health and wellbeing.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating.

If your confidence about physical health has changed since doing this module, please give some examples of how it has changed.

6. Have you had an opportunity to make use of any of the suggestions contained in this module?

- ☐ Yes ⇒ If yes, how did it go?
- ☐ Not at all successful
☐ Slightly successful
☐ Moderately successful
☐ Very successful
☐ Extremely successful

Please comment

- ☐ No ⇒ If no, please comment on why you did not have an opportunity (e.g., have just finished the module)

7. I am motivated to make use of the suggestions from this module.

- ☐ Strongly disagree ⇒
☐ Disagree ⇒
☐ Undecided ⇒

Please comment on your rating

- ☐ Agree ⇒
☐ Strongly agree ⇒

Which suggestions from the module are you most motivated to use?

8. a) How would you rate the overall quality of the information provided in this module?

★	★★	★★★	★★★★	★★★★★
Needs considerable improvement	Needs some improvement	Ok as is	Good	Excellent

Please comment on the quality of the information provided in this module.

b) How would you rate the overall usefulness of the information provided in this module?

★	★★	★★★	★★★★	★★★★★
Needs considerable improvement	Needs some improvement	Ok as is	Good	Excellent

Please comment on how useful the information provided in this module was.

c) In what ways could the module be improved?

9. Would you like to engage with more of the Autistics' Guide to Adulthood online modules?

- ☐ No
- ☐ Not sure
- ☐ Yes



Please comment on why.



If yes, what other topics would you be interested to do?

Romantic Relationships Module: Pre-module survey

1. a) I know the steps to start a romantic relationship.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

b) I know the steps to maintain a current romantic relationship.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. a) How satisfied are you with your ability to start a romantic relationship?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

b) How satisfied are you with your ability to maintain a current romantic relationship?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Please comment on what you think are your strengths with regard to romantic relationships.

4. Please comment on what you most want to learn about with regard to romantic relationships.

5. a) I am confident I know how to start a romantic relationship.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

b) I am confident I know how to maintain a current romantic relationship.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

6. I am motivated to complete this module on romantic relationships.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your motivation for doing this module.

Romantic Relationships Module: Post-module survey

1. a) I know the steps to start a romantic relationship.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

b) I know the steps to maintain a current romantic relationship.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. a) How satisfied are you with your ability to start a romantic relationship?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

b) How satisfied are you with your ability to maintain a current romantic relationship?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Is there anything you plan to do differently in your life as a result of doing this module?

4. a) Using a scale of 1-5, has this module improved your knowledge to start a romantic relationship?

1 2 3 4 5
Not at all Very little Some Quite a bit Very much

Please comment on your rating

b) Using a scale of 1-5, has this module improved your knowledge to maintain a current romantic relationship?

1 2 3 4 5
Not at all Very little Some Quite a bit Very much

Please comment on your rating

5. a) I am confident I know how to start a romantic relationship.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

b) I am confident I know how to maintain a current romantic relationship.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating.

c) If your confidence about romantic relationships has changed since doing this module, please give some examples of how it has changed.

6. Have you had an opportunity to make use of any of the suggestions contained in this module?

- ☐ Yes ⇒ If yes, how did it go?
- ☐ Not at all successful
- ☐ Slightly successful
- ☐ Moderately successful
- ☐ Very successful
- ☐ Extremely successful

Please comment

- ☐ No ⇒ If no, please comment on why you did not have an opportunity (e.g., have just finished the module)

7. I am motivated to make use of the suggestions from this module.

- ☐ Strongly disagree ⇒
- ☐ Disagree ⇒
- ☐ Undecided ⇒
- ☐ Agree ⇒
- ☐ Strongly agree ⇒

Please comment on your rating

Which suggestions from the module are you most motivated to use?

8. a) How would you rate the overall quality of the information provided in this module?

- ★ ★★ ★★★ ★★★★ ★★★★★
- Needs considerable Needs some Ok as is Good Excellent
- improvement improvement

Please comment on the quality of the information in this module.

b) How would you rate the overall usefulness of the information provided in this module?

- ★ ★★ ★★★ ★★★★ ★★★★★
- Needs considerable Needs some Ok as is Good Excellent
- improvement improvement

Please comment on how useful the information provided in the module was.

c) In what ways could the module be improved?

9. Would you like to engage with more of the Autistics' Guide to Adulthood online modules?

- ☐ No ⇒ Please comment on why.
- ☐ Not sure ⇒

- ☐ Yes ⇒ If yes, what other topics would you be interested to do?

Self-advocacy Module: Pre-module survey

1. a) I know the steps to speak up for myself.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

b) I know the steps to make decisions for myself.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. a) How satisfied are you with your ability to speak up for yourself?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

b) How satisfied are you with your ability to make decisions for yourself?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Please comment on what you think are your strengths with regard to advocating for yourself.

4. Please comment on what you most want to learn about with regard to advocating for yourself.

5. a) I am confident I know how to speak up for myself.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

b) I am confident I know how to make decisions for myself.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

6. I am motivated to complete this module on self-advocacy.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your motivation for doing this module.

Self-advocacy Module: Post-module survey

1. a) I know the steps to speak up for myself.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

b) I know the steps to make decisions for myself.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

2. a) How satisfied are you with your ability to speak up for yourself?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

b) How satisfied are you with your ability to make decisions for yourself?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

3. Is there anything you plan to do differently in your life as a result of doing this module?

4. a) Using a scale of 1-5, has this module improved your knowledge to speak up for yourself?

1 2 3 4 5
Not at all Very little Some Quite a bit Very much

Please comment on your rating

b) Using a scale of 1-5, has this module improved your knowledge to make decisions for yourself?

1 2 3 4 5
Not at all Very little Some Quite a bit Very much

Please comment on your rating

5. a) I am confident I know how to speak up for myself.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your rating

b) I am confident I know how to make decisions for myself.

☐ Strongly disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please comment on your ratings.

c) If your confidence about advocating for yourself has changed since doing this module, please give some examples of how it has changed.

6. Have you had an opportunity to make use of any of the suggestions contained in this module?

- ☐ Yes ⇒ If yes, how did it go?
- ☐ Not at all successful
- ☐ Slightly successful
- ☐ Moderately successful
- ☐ Very successful
- ☐ Extremely successful

Please comment

- ☐ No ⇒ If no, please comment on why you did not have an opportunity (e.g., have just finished the module)

7. I am motivated to make use of the suggestions from this module.

- ☐ Strongly disagree ⇒
- ☐ Disagree ⇒
- ☐ Undecided ⇒
- ☐ Agree ⇒
- ☐ Strongly agree ⇒

Please comment on your rating

Which suggestions from the module are you most motivated to use?

8. a) How would you rate the overall quality of the information provided in this module?

- ★ Needs considerable improvement
- ★★ Needs some improvement
- ★★★ Ok as is
- ★★★★ Good
- ★★★★★ Excellent

Please comment on the quality of the information provided in this module.

b) How would you rate the overall usefulness of the information provided in this module?

- ★ Needs considerable improvement
- ★★ Needs some improvement
- ★★★ Ok as is
- ★★★★ Good
- ★★★★★ Excellent

Please comment on how useful the information provided in this module was.

c) In what ways could the module be improved?

9. Would you like to engage with more of the Autistics' Guide to Adulthood online modules?

- ☐ No ⇒ Please comment on why.
- ☐ Not sure ⇒
- ☐ Yes ⇒ If yes, what other topics would you be interested to do?

Appendix 3: Post-Module Usability Survey

The following questions ask about the system used to present the online modules ²⁸

System Quality	Strongly Disagree	Disagree	Slightly Disagree	Undecided	Slightly Agree	Agree	Strongly Agree	Not Applicable
1. It was easy to learn to use this system. ^P	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I could effectively complete the tasks and scenarios using this system. ^P	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I felt comfortable using this system. ^P	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Overall, I am satisfied with how easy it is to use this system. ^P	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Please comment on how easy it was to use this learning system for completing the online learning modules (e.g., aspects of the system that made it easy or hard to use, such as navigation options and menus, consistent use of icons and buttons, amount of information per screen, load time)</i>								
Information Quality	Strongly Disagree	Disagree	Slightly Disagree	Undecided	Slightly Agree	Agree	Strongly Agree	Not Applicable
5. The information (such as on-line help, on-screen messages, and other documentation) provided with this system was clear. ^P	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The system was helpful with troubleshooting if an error message occurred. ^P	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The information was effective in helping me complete the tasks and scenarios. ^P	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The organisation of the information on the system screens was clear. ^P	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. There was enough information provided to enable me to complete the modules without any help. ^G	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. There were opportunities for me to practice new concepts and skills in the modules. ^R	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The modules provided enough feedback for the tasks I completed. ^R	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The modules provided opportunities to complete activities in a way that I enjoyed (e.g., drag & drop, multiple choice, text boxes). ^R	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

²⁸ ^P Post-Study System Usability Questionnaire; ^G Goode Online Learning Module Evaluation ^R Researcher developed questions

Please comment on the quality of the information in the learning modules (e.g., aspects of the system that made it easy or hard to learn, such as the instructions provided, opportunities to practice skills, feedback received on tasks)

Interface Quality	Strongly Disagree	Disagree	Slightly Disagree	Undecided	Slightly Agree	Agree	Strongly Agree	Not Applicable
13. I liked using the interface of this system. ^P	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. This system has all the functions and capabilities I expect it to have. ^P	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The interface was free of any errors or distracting elements. ^G	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the quality of the learning system interface (e.g., aspects of the module interface that made it easy or hard to learn, such as the font type and/or size, colours used, numbers and usefulness of hyperlinks to other pages, quality of audio and/or video)

What was good about the website used to present the online modules?

What needs to be improved to make the website presenting the online modules easier to use?

Would you recommend this online module website to others? ☐ Yes ☐ No ☐ Not Sure. Please explain why.

What type of device did you use to complete the online modules (e.g., laptop computer, iPad, Phone)?

Please make any other comments.

Appendix 4: Pre-Module Strengths and Goals

In the pre-module surveys participants were asked to comment on the strengths they felt they possessed related to the module topic and to also describe what they most wanted to learn about from completing the module. The following provides a summary of the themes identified associated with current strengths as reported by participants and the themes associated with the areas that participants most wanted to learn more about related to the module topic. These themes have been mapped against module content areas.

COMMUNICATION MODULE				
Module Content	Current strengths	Participant strength response examples	Want to learn	Participant module goal response examples
What is communication?			✓	<i>"Nuances of communication"</i>
Communication Skills	✓	<i>"I can engage with others"</i>		
Body language			✓	<i>"How to keep a conversation going, not worry as much about whether I'm looking the right way or saying the right thing."</i>
Facial expressions	✓	<i>"I'm friendly, polite, I smile a lot."</i>	✓	<i>"Reading other's body language, expressions and emotions."</i>
Posture				
Eye contact			✓	<i>"I worry a lot about how much eye contact is appropriate."</i>
Tone of voice				
Touch				
Personal space				
Augmentative and alternative communication				
Reading emotions			✓	<i>"Understand how to read people better."</i>
Conversations	✓	<i>"I have scripts to fall back on"</i>		
Verbal communication	✓	<i>"I have an extensive vocabulary so I find I have a strength when it comes to choosing words that best suit what I am trying to communicate to another."</i>	✓	<i>"I would like to become more confident in communicating with people I don't know."</i>
Starting a conversation			✓	<i>"How to interact with others better beyond the initial hellos, how to avoid interrupting others whilst they're speaking and maybe learn some good conversation starters / icebreakers."</i>
Greetings				
Small talk	✓	<i>"Ability to make small talk."</i>	✓	<i>"To be better at the small talk people seem to enjoy."</i>
The art of good conversation	✓	<i>"I feel like I can make witty comments and I have a backlog of topics and I almost never run out of things to say as long as we're both interested in the topic, I can be friendly and respectful when I talk."</i>	✓	<i>"....the appropriate amount of communication that is usually expected with different people/scenarios, for example, I at times seem to 'over share' without realising it and at</i>

			other times I struggle to know what is appropriate to share with others so I don't share at all."
Having interests that you're passionate about	✓	"I do well when discussing facts or world events."	
What is conflict			
Misrepresented			
Conflict resolution			✓ "I most want to learn about the correct ways to communicate with others around difficult topics/conflict resolution etc."
Emotions		"When I care, I care very strongly and will listen to whatever other people have to say very intently"	
Big emotions			✓ "...how to communicate emotions."
Active listening	✓	"Being a good listener."	✓ "....how to listen better and stop talking about my special interests..."
Empathic listening	✓	"Listening, Empathy, Respect"	
Sensitive topics			
Other strengths/needs identified by participants:			
Written communication	✓	"I think my communication strengths are my written communication skills."	
Technology	✓	"Using technology."	
Politeness	✓	"Politeness, honesty."	
Humour		"I'm good at making people laugh."	
Speaking up/to be understood/express needs		"Willing to state my opinions even if others won't agree."	✓ "Strategies for more effective verbal communication and being able to be understood and prevent being unable to talk"
Communicating in group situations			✓ How to interact in group settings, when it's my turn to speak, and how I can make my point clearly and concisely
Strategies	✓	"I make lists to help me explain what I want or need."	

EDUCATION MODULE				
Module Content	Current strength themes	Participant strength response examples	Want to learn themes	Participant module goal response examples
What is further education?				
Further education		“I've completed a bachelors degree, so I do have some ability”		
What types of further education are there?	✓	“My strengths are my ability to research different educational programs”		
Finding the right fit for you			✓	“I’m unsure as to what I’d be suited to, there are lots of options and that makes it difficult for me to know where to start. I need a bit of direction and guidance.”
Do I need to undertake further education?				
What is your learning style?				
Cost and time commitments	✓	“I think my strengths in regards to participating in education programs are that I have previously completed a TAFE course so I'm aware how TAFE is structured and how much work is involved to complete a course.”		
Support services			✓	I am unsure on how to get into different courses or anything, or what the steps are to get support
Decision-making process			✓	“How to choose when I like so many subjects!”
Research different education options			✓	“I have a lot of difficulty in knowing where to look for educational programs. I feel inadequate with being able to participate with in person classes. I want to know how to find courses that are available and relevant for me and how to find online education.”
Research different education providers				
Student reviews				
Talk to family and friends				
Attend open days				
Make an appointment with the student provider			✓	“I want to know how to find a person that can help me to find who it is I could talk to about going further in my studies and also making sure it is what would be good for me, not just surviving and finding careers and education by 'luck'.”
How to apply and enrol in a course	✓	“Have no issues using computers and enrolling.”	✓	“What I most want to learn about with regard to participating in education programs is how to enrol in courses.”
Learning: What to expect	✓	“My strengths with regard to participating in education programs are that I know how to learn new skills out of the programs.”		
Lectures				
Tutorials				
Essays, assignments, reports and reviews	✓	“Having set tasks to complete and get feedback on I guess that is 'structure' enables me to focus on applying my intellect to learn		

<i>things I am interested in. I can find information and apply information. Writing is a strength but verbal is not."</i>			
Presentations			
Preparing for exams			
Supports and services		✓	<i>"I need to know how to access the people to talk with that can help with finishing and staying on the right focus to finish."</i>
Disability support services		✓	<i>What I'd like to learn more about is accessing learning support and the different computer programs that can help me to read and understand different things like assignments and class handouts. I have autism and a few learning disabilities and I struggle to concentrate and understand what I'm reading if the context isn't in a particular format and I'd like to know more about the learning support computer programs that can be programmed so that the colour contrast, layout, text size and font style is set in the way that helps me best to focus and understand what I'm reading."</i>
Concessions that could be available			
Applying for support or a concession		✓	<i>"How to work with the institution to make it more accessible to me, different study methods and tips for neurodiverse brains that education programs don't necessarily spell out to you."</i>
Problem resolution		✓	<i>"How to manage my sensory issues while being in a learning environment."</i>
When to seek support			
What should you do if you're failing?		✓	<i>"How to accept failure with education"</i>
Healthy study habits	<i>"I am a hard worker (especially with things I'm interested in), and like to research. I like learning new skills."</i>	✓	<i>"How to study consistently and how to write notes, how to recover or avoid burnout."</i>
What are healthy study habits?		✓	<i>"Study skills. Not get stuck on the smaller details."</i>
Take and review notes	✓		<i>"I love learning new things! I can learn well by myself. I'm good at taking notes."</i>
Plan and schedule	✓		<i>"Having set tasks to complete and get feedback on I guess that is 'structure' enables me to focus on applying my intellect to learn things I am interested in."</i>
Reduce distractions			
Start with the hardest task			
Eat well and exercise			
Learn to say no			
Celebrate milestones			
Supporting Executive Function			
What is Executive Functioning?			
Tips to support executive function challenges		✓	<i>Better planning strategies for staying on task instead of leaving things to the last minute. Also, how to get further assistance if I am struggling to understand concepts instead of just being left to my own devices.</i>
Maintaining study			

Staying motivated		
Group work		
Managing anxiety, stress and burnout	✓	<i>"I would like to learn about how to manage the stress and workload as an autistic person"</i>
Social clubs and extracurricular opportunities		
What are extracurricular activities?		
How to choose an activity that's right for you		
What is involved in joining an extracurricular activity or group?		
What should you expect from extracurricular activities		
Employment after study		
Transitioning from education into the workforce	✓	<i>"Interested in finding programs which will lead to suitable employment."</i>
<i>Other strengths/needs identified by participants:</i>		
Passion to learn	✓	<i>"I can get very invested and passionate about learning and I love getting new information, I will spend a lot of time researching and studying. I have an active interest in learning new skills and participating in activities."</i>
Using technology	✓	<i>"Because of where I live all study must be completed online. I have excellent computer skills which has made completing further education easier."</i>

EMPLOYMENT MODULE				
Module Content	Current strength themes	Participant strength response examples	Want to learn themes	Participant module goal response examples
What is employment?				
What is employment?				
The benefits of employment				
Types of work	✓	<i>"Experience in being a business owner/hiring"</i>		
Volunteering				
Work experience	✓	<i>"I have some experience in a lot of things like barista, retail, animals"</i>		
Trial shifts				
Paid work				
Employment and you	✓	<i>'I have many qualifications and am very knowledgeable in my experience.'</i>		
Identifying your passions				
Identifying your passions to find employment	✓	<i>'My enthusiasm and eagerness, my friendliness and patience, my passion for art and creating things, my strong will and desire to get things done and improve myself.'</i>		
Identifying your strengths	✓	<i>'My strengths are communication, attention to detail, precision with repetitive tasks.'</i>		
Where to find employment				
Organisations that can help you find employment				
Autism-friendly Australian organisations				
Help and support in gaining employment				
Where to find employment opportunities			✓	<i>"...how to find out which jobs are suitable for me"</i>
Getting job ready				
Applying for a job				
The process of gaining employment	✓	<i>"Understanding of the recruitment process."</i>	✓	<i>"I am a very direct person and this can sometimes work against me when interacting with you neurotypicals. I am also not good at selling myself which I would like to work on."</i>

Writing a cover letter and resume	✓	<i>"I am polite at interviews and have updated my resume."</i>	
Disclosing autism during the application phase			✓ <i>"The communication parts, such as how to behave in interviews, how to explain my strengths and weaknesses in a better way and how or when to mention I'm autistic and ask for accommodations, if needed."</i>
What happens next?			
Interviews	✓	<i>"Relatively at ease during interviews."</i>	✓ <i>"Why I can't find one [a job] - I wonder if it's because I am awkward at interviews."</i>
Tough interview questions			
What to expect after an interview?			
Developing a portfolio			
Keeping your job	✓	<i>"I am hardworking, I work well with deadlines, I am punctual, and I like to finish tasks I start"</i>	✓ <i>"I have a lot of trouble keeping a job, I get very overwhelmed."</i>
Your requirements as an employee	✓	<i>"I'm very logical and able to spot small mistakes other employers don't usually notice. I do a job well done, better than most people. I am very productive if I am doing something I love."</i>	
Should I tell my employer I'm autistic?			
Tips for keeping your job			✓ <i>"I want to increase my confidence with getting a job and keeping it."</i>
Assessing barriers and seeking support in the workplace			✓ <i>"...learn how to communicate that I need more assistance or guidance at times? Maybe in my accommodations? I hope the workplaces I get to work in have accommodations like my last workplace did."</i>
Adjustments that can support you in the workplace			✓ <i>"Learn more about workplace accommodations; Learn more about my rights as an employee and what constitutes disability discrimination."</i>
Workplace challenges			✓ <i>"Office politics and how not to intimidate others with my intelligence"</i>
How to work with different types of leaders			
Bullying in the workplace			
How to be a team player			✓ <i>"Maintaining relationships in the workplace, if/when to disclose autism diagnosis, working in teams, managing burn out."</i>
How to keep your job fulfilling			
Job changes			
What to do if you have been made redundant			

How to know when it's time to
change jobs

What are the benefits of autistic
adults being self-employed?

Working from home

Other strengths/needs identified by
participants:

Desirable characteristics (e.g.,
reliable, organised,
hardworking, fast learner etc)

✓

*"I am very hardworking and good at self-learning. I am very
punctual and am always on time."*

ENTERTAINMENT, RECREATION & LEISURE MODULE				
Module Content	Current strength themes	Participant strength response examples	Want to learn themes	Participant module goal response examples
What are recreational activities?				
Why are leisure activities important?				
Finding the right fit for you	✓	<i>"I like solitary sports like running. It's a form of high intensity meditation and a deep interest of mine."</i>	✓	<i>"How to access ND communities for leisure activities or find activities that better suit my sensory and social needs."</i>
What can stop you from enjoying leisure activities?				
Leisure activities and their benefits				
Things to consider when choosing an activity	✓	<i>"Researching new leisure activities, finding activities work with sensory and other neurodivergency issues."</i>		
Expanding your passions	✓	<i>"A natural curiosity and interest in trying things."</i>		
Finding an activity near you	✓	<i>"Interested in my local area and have knowledge of what types of activities are available."</i>		
Finding like-minded people				
Joining a recreational group or activity			✓	<i>"How to find things I'd like to participate in, how to organise them and how to engage in them and with people."</i>
Joining a recreational group or activity			✓	<i>"I most want to learn about how to find and how to actually commence leisure activities with others and in unfamiliar locations. For example, what are the steps? Where should I park? What do I do if the entrance is not clearly identified? How should I approach the 'others'? etc.."</i>
What to expect				
Group expectations	✓	<i>"My strengths with regard to participating in leisure activities are talking to people to start engaging in activities with them."</i>	✓	<i>"How to get involved in team activities."</i>
Group expectations	✓	<i>"Problem-solving skills, passion for different activities, teamwork ability."</i>	✓	<i>"Social aspects of leisure with others."</i>
Being on time				
Remembering people's names				
Being reliable			✓	<i>"How to communicate with people better socially, what activities are best suited to me and how to maintain attendance at activities"</i>
Staying in contact				

Online activities		✓	<i>“Exploring New Technologies and strategies.”</i>
Online activities			
Facebook groups			
Video gaming			
Other strengths/needs identified by participants:			
Time management		✓	<i>“How to manage the impacts of social leisure time on me and the impacts of individual leisure time on my family. I struggle to participate in leisure activities at appropriate times and for appropriate durations.”</i>
Motivation		✓	<i>“How to participate socially with others and how to have energy and motivation to do so.”</i>
Managing anxiety		✓	<i>“How to keep up with them even if they cause me social anxiety”</i>
Engaging in solo leisure activities	✓	<i>“I am able to participate in leisure activities by myself, in familiar locations such as my home.”</i>	

FRIENDSHIPS MODULE				
Module Content	Current strength themes	Participant strength response examples	Want to learn themes	Participant module goal response examples
What are friendships?				
What are friendships for?				
Types of friendship				
Different friendship levels				
Online friendships				
Characteristics of friendships	✓	<i>"I am very loyal, trustworthy and honest and will always help people/friends where I can"</i>		
Reflecting on friendships				
Forming friendships			✓	<i>"How to make and maintain new adult friendships"</i>
What does forming a friendship mean?				
Why is it beneficial to form friendships?				
How do you find people to form a new friendship with?			✓	<i>"I'd like to make more friends specific to my degree - I actually struggle with that..."</i>
People who are currently acquaintances				
People who share a common interest	✓	<i>"Most of my friends have been made through uni, usually through common interests. I feel more confident talking to people once I find something in common with them."</i>		
Meeting a stranger				
The importance of body language				
Introducing yourself to someone new				
Tips for talking to someone new	✓	<i>"Finding out what people are interested in to try find something in common"</i>	✓	<i>"How to not find talking so much of a chore, small talk, reaching out to people, starting conversations, being more polite when I really don't like someone."</i>
How to keep a conversation going	✓	<i>"I'm good at the conversations and I can be good to talk to when communication is open."</i>	✓	<i>"How to maintain meaningful conversations with friends so that they want to continue to be friends with me."</i>
Active listening				
Being turned down				
How to say "no" politely and respectfully				
Developing a friendship	✓	<i>"I'm loyal and I pay attention to details so I can pick up when someone is upset or down or excited even when others might not notice. Once I am someone's friend, I will do anything for them."</i>	✓	<i>"How to make friends who genuinely want to be friends."</i>
Different expectations of friendships				
Barriers to friendship				

How can you tell if someone has become a friend?				
Real vs. fake friends				
Forming friends			✓	<i>"I find it difficult to navigate friendships with neurotypical people and initiating the first steps can be hard"</i>
What does maintaining a friendship mean?				
How do I maintain my friendships?	✓	<i>"Helping to set up meetings so that groups of friends can see each other."</i>	✓	<i>"I would also like to learn how to maintain friendships, I recently had a falling out with a friend of 4 years and that really upset me."</i>
Making time for your friends				
Establishing barriers				
How to be a good friend	✓	<i>"I'm loyal and I pay attention to details so I can pick up when someone is upset or down or excited even when others might not notice. Once I am someone's friend, I will do anything for them."</i>		
Giving and receiving compliments				
Honesty vs. tact				
Mending friendships				
Sharing friends				
What if your friends don't get along?				
Behaviours that erode friendships				
Good vs. bad peer pressure				
The art of being assertive				
Bullying				
Support				
Friendship groups				
Friendship groups				
Starting your own group				

LIVING INDEPENDENTLY MODULE

Module Content	Current strength theme	Participant strength response examples	Want to learn theme	Participant module goal response examples
What is independent living?				

What are the benefits of independent living?	✓	<i>"How to feel like my house is a home."</i>	
Living arrangements			
Living arrangements			
Different living options			
Considering which independent living option is best for you	✓	<i>"I like my own company. I can live alone. I can keep things simple."</i>	
Preparing to live independently	✓	<i>"What all the things I need to consider are, and how to judge what supports I'd need should I choose to live independently."</i>	
Shared Accommodation			
Shared Accommodation: What to expect			
Advantages and disadvantages of shared accommodation			
Where to find and apply for shared accommodation			
Supports and services			
Managing housemates			
Rentals			
Rentals: What to expect	✓	<i>"Good with managing finances, bills, and rental leases"</i>	✓ <i>"I need to know more about renting."</i>
Advantages and disadvantages of renting			
Where to find and apply for rental properties			
Supports and services for renters			
Buying a home			
What to expect			
Advantages and disadvantages of buying a house			
Where to find a home to buy			
What is a mortgage			
Buying a home: Supports and services			
Supported Accommodation			
Supported Accommodation: What to expect			
Advantages and disadvantages of supported accommodation			

Where to find and apply for supported accommodation				
Supports and services for supported accommodation				
Independent living skills	✓	<i>"With prompting and reminders, I can do some chores and cook a couple of basic meals for myself. I'm okay with personal hygiene but need encouragement and reminders but I can perform this alone."</i>	✓	<i>"Pretty much everything there is I am very interested in learning as living independently is a skill I do not have a lot of knowledge in at all."</i>
Skills to live independently	✓	<i>"I know how to go shopping for supplies and food, I can use technology, I am anti-social but can still communicate clearly, I can cook okay, I know how to wash clothes and how to clean"</i>	✓	<i>"Wanting to learn skills around home maintenance/general housework, keeping up with self-care, hygiene, and health. Wanting more skill to help manage booking and attending therapy and doctor's appointments."</i>
Routines and responsibilities	✓	<i>"I like routine and can do things well with an established routine"</i>	✓	<i>"How to remember to do things, developing routines, personal admin, more cooking knowledge."</i>
Time management	✓	<i>"My strengths with regard to living independently is that I can manage my own time."</i>	✓	<i>"How to find time to do everything."</i>
Cooking	✓	<i>"I know how to cook lots of different meals and I know how to cook lots of things."</i>	✓	<i>"Helping myself be motivated can be really difficult to look after my eating properly."</i>
Meal planning				
Grocery shopping	✓	<i>"I like doing things by myself like going to the shops and cleaning."</i>		
Cleaning	✓	<i>"I know how to wash clothes and how to clean."</i>	✓	<i>"How to handle overwhelming tasks like cooking and cleaning and how to organise everything."</i>
Home maintenance	✓	<i>"I am good at gardening."</i>	✓	<i>"How to keep up with housework so things don't get too messy."</i>
Home safety				
Personal care	✓	<i>"I know how to take care of myself"</i>	✓	<i>"How to look after myself when my mother is no longer around - making sure I am doing the basics - dishes, washing, getting myself from point A to B (transport - I haven't used public transport by myself in [city] yet) and hygiene (making sure I'm showering regularly - currently I need prompts)."</i>
Personal safety			✓	<i>"How to protect myself from some people, safety being alone."</i>
Personal information				
Self-care				
Bathing				
Dental care				
Shaving				
Hair maintenance				
Basic first aid				
Accessing emergency services				
Financial management skills	✓	<i>"I'm good at managing my finances"</i>	✓	<i>"What I most want to learn about with regard to living independently is what resources and costs are involved with living independently."</i>

How to set up a budget	✓			✓	<i>"How to pay bills, pay council fees, how to budget."</i>
Saving money					
Other strengths/needs identified by participants:					
Independence	✓	<i>"I can drive a car and I am employed."</i>		✓	<i>"I get frightened about having osteoporosis and not feeling confident organising transport to places."</i>
Care of others	✓	<i>"House maintenance, personal care, pet care, child care"</i>			
Confidence				✓	<i>"Trying to change my mind set about living independently. Becoming more confident."</i>
Make decisions				✓	<i>"How to find community when living alone, how to make big decisions"</i>
Social interactions & relationships				✓	<i>"Dealing with people coming into my home ie tradies"</i>
Stress management				✓	<i>"While I'm already living independently, I find the weight of everything, in combination with my other commitments becomes overwhelming sometimes."</i>

MENTAL HEALTH MODULE				
Module Content	Current strength theme	Participant strength response examples	Want to learn theme	Participant module goal response examples
What is mental health				
Mental health				
Common misconceptions				
Five ways to good mental health			√	<i>"I know what to do but the more I improve my mental health, the more I add into my life (e.g. work), and then I start to backtrack. I have no idea how to balance this aspect."</i>
Risk factors for mental ill-health				
Mental health and autism				
Mental health disorders				
Anxiety				
About anxiety				
Signs and symptoms of anxiety				
Seeking health care and support for anxiety				
Supports and services for anxiety				
How to support someone with anxiety				
Depression			√	<i>"How to cope with living in a neurotypical world and being less depressed and suicidal"</i>
About depression				
Signs and symptoms of depression				
Seeking health care support for depression				
Supports and services for depression				
How to support someone with depression				
Substance abuse disorders				
What are substance abuse disorders?				
Signs and symptoms of substance abuse disorder				
Seeking health care support for substance abuse disorder				
Supports and services for substance abuse disorder				

How to support someone with substance abuse disorder			
Trauma			
About trauma			
Signs and symptoms of trauma			
Seeking support after a traumatic event			
Supports and service if you've experience trauma			
How to support someone who has experienced a traumatic event			
Supporting your mental health	✓	<i>"I have some techniques that I use to manage mental health such as mindfulness etc but could be expanded"</i>	✓ <i>"Ways to help myself that are healthy. If there are autism specific mental health supports for people who live outside of metropolitan Adelaide."</i>
Learning about your condition	✓	<i>"Understanding of my struggles and how my mental health impacts myself & my family & daily functioning"</i>	
Maintaining a healthy lifestyle			✓ <i>"How I can go from coping to thriving"</i>
How to get started with exercise			
Relaxation training			
Practice gratefulness			
Normalise			
Know your triggers	✓	<i>"Recognising when I'm starting to reach a breaking point and self-regulating"</i>	
Know what calms you	✓	<i>I have some techniques that I use to manage mental health such as mindfulness etc but could be expanded</i>	
Resilience	✓	<i>"I'm resilient and have an ability to laugh at my problems. Probably not the best coping tools."</i>	
Avoidance behaviour			
Have a personal plan	✓	<i>"Due to experience, I am able to recognise (for the most part) when I'm feeling low or anxious, and how my thought patterns, lack of exercise, poor diet etc tends to exacerbate my mental health issues. I then can take steps to improve those things."</i>	✓ <i>"Practical ideas to put into practice things that actually help me"</i>
Therapy, Interventions, and treatments	✓	<i>"Knowledge about supports available to me and ability to ask for help. Able to afford private mental health supports"</i>	✓ <i>"I'd like to know how to improve my mental health when nothing I've tried so far seems to have helped in any way"</i>
Psychological treatments			✓ <i>"How to apply in practice the tips I get from health professionals"</i>
Choosing a therapy or intervention that's right for you	✓	<i>"I have CBT techniques I've learned; I recognize when I need help, and how to get it"</i>	

Supports and planning	✓	<i>"I am very good at accessing the services that I need to try and improve my mental health"</i>	✓	<i>"Where to go if I didn't have my support around."</i>
Support groups and online forums				
Family and friends	✓	<i>"I know when to ask for help, I now have a big circle of support."</i>		
Who can you call when you need support?	✓	<i>"A strong support network I am good at utilising."</i>	✓	<i>"How to access the support I need and what kind of support is available aside from psychologist"</i>
Have an emergency plan				
Professional supports and services	✓	<i>"Self-awareness, regular appointments, open communication about mental health"</i>		
Strengths/needs identified by participants:				
Work/life balance	✓	<i>"Boundaries"</i>	✓	<i>"Techniques and ideas for managing mental health around work, study etc"</i>

PHYSICAL HEALTH MODULE				
Module Content	Current strength themes	Participant strength response examples	Want to learn themes	Participant module goal response examples
What is physical health?	✓	<i>"In-depth knowledge of what strategies will help me improve my physical health and well-being."</i>	✓	<i>"How do I know what is an issue with my physical health and well-being and what is something that is caused by sensory overload or anxiety?"</i>
What are the benefits of good physical health?	✓	<i>"I do walks that help me with my mental health rather than for my physical health, focusing on mental health should mean that my activities are enjoyable and sustainable."</i>		
Exercise	✓	<i>"Doing exercise 3-4 times a week."</i>		
What is exercise?	✓	<i>"I have done a lot of dance in the past, so know some stretches and exercises to maintain some physical health"</i>		
Why is exercise so important?	✓	<i>"In-depth knowledge of what strategies will help me improve my physical health and well-being."</i>	✓	<i>"How to know how much exercise I need, I tend to over exercise or not do enough"</i>
Barriers to exercise			✓	<i>"Ideas that I maybe haven't thought of to improve and maintain my physical health and well-being and how to continue with it when anxiety, Autism and physical conditions consistently get in the way"</i>
Strategies to reduce barriers to exercise	✓	<i>"I am learning my body's limits and intolerances and actually listening to my body"</i>	✓	<i>"I need the motivation, suggestions on things I can do that aren't too disruptive to my schedule etc"</i>
Group vs. solo exercise				
Setting fitness goals	✓	<i>"I'm aware of my need to and able to exercise"</i>	✓	<i>"I wish to learn to upkeep my physical health and well-being more consistently, and what to do on days where this seems impossible"</i>
Getting support	✓	<i>"I have a fair understanding and a good support network via the NDIS to improve my physical health and well-being"</i>	✓	<i>"Low impact exercise ideas, fresh recipes, how to access programs that may help me"</i>
Informal supports				
Professional support	✓	<i>"I have a good GP so I'm good at going to him in order to look after my physical health. I have the basic knowledge that you need to eat well and exercise to keep physically healthy and have good wellbeing."</i>	✓	<i>"I would like to learn how to better communicate to my GP when something is wrong."</i>
Sleep				
Myths and facts about sleep				
Common sleep issues				
Healthy eating and drinking	✓	<i>"Mostly watching what I eat and drink."</i>	✓	<i>"Whether I am making healthy choices or not. How to better include exercise in my life."</i>
Drinking	✓	<i>"Mostly watching what I eat and drink. Doing exercise 3-4 times a week."</i>		
Eating	✓	<i>"My endurance when it comes to exercise, particularly walking. I usually try to pick healthier choices when snacking."</i>	✓	<i>"Being better able to regulate and feel satisfied with portion sizes."</i>
Healthy food: A balanced diet				

Unhealthy food				
Food allergies				
Food addiction				
Supporting healthy eating	✓	“I’m vegetarian and I walk nearly every day”		
Responsible alcohol and drug use				
Alcohol				
Effects of alcohol				
Recreational drug use				
Effects of recreational drug use				
Long-term impact of alcohol and drug abuse				
Where to get support				
Personal hygiene				
What is good personal hygiene and why is it important?				
Handwashing				
Good hygiene practices				
Sensory preferences				
Other strengths/needs identified by participants:				
Motivation/initiative-taking	✓	“I can be quite motivated to exercise and eat well”		✓ “I want to learn sustainable ways to maintain my physical health and wellbeing, ways to keep motivation up, and to not hate exercising”
Sensory issues				✓ “Ways to help motivate and ways to get better muscle and bone strength it’s hard for me as I’m not motivated and I also have adhd as well as autism and ptsd, I don’t like gyms,. overwhelming smells and too loud”

ROMANTIC RELATIONSHIPS MODULE				
Module Content	Current strength themes	Participant strength response examples	Want to learn themes	Participant module goal response examples
What are romantic relationships?				
Relationship expectations				
What to expect				
Why have relationships?				
Different types of relationships				
Different types of relationships				
What is love?				
Getting to know yourself				
Dating			✓	<i>"How to start a romantic relationship, how to maintain a romantic relationship and anything else that could help me with this subject."</i>
Choosing someone to date			✓	<i>"How to meet someone when I struggle to even communicate or get out much, how to develop a relationship because any time I try they either tell me I'm too much or odd or I get taken advantage of so being able to have help finding a way to see people's true intentions and finding people who are more like me I guess."</i>
Where to find someone to date			✓	<i>"I really struggle with the fact that it all seems to be online now. I'm baffled by communicating via text. I'm also a 41-year-old sober divorcee. No idea how to engage with people initially (pre-marriage/divorce, I used alcohol to help me engage). I can't do small talk!!"</i>
Asking someone on a date			✓	<i>"Those awkward first conversations and initiation"</i>
Dating etiquette				
What to expect on a first date				
The purpose of dating				
Dating ideas				
Maintaining a relationship	✓	<i>"Commitment, focus, interest in the other person, remembering significant things related to the other person, ability to compromise and consider another"</i>	✓	<i>"Understand basic maintenance in a relationship"</i>
From dating to a relationship: making it "official"				
Communication in a relationship	✓	<i>"Able to communicate about what each other wants"</i>	✓	<i>"Communication, how to be able to pay attention to uninteresting (to me) things better"</i>
Five ways to show and feel loved	✓	<i>"Being thoughtful and considerate in a lot of little always putting the Toilet seat down"</i>	✓	<i>"How to maintain romantic relationships; how to communicate my needs and desires without sounding rude; how to show interest without sounding like I'm criticising."</i>
Marriage and living together				

Disagreements	✓	<i>"How to cope with the arguments and disappointments"</i>
Differences that matter		
Relationship safety	✓	<i>"How to set boundaries and how to attract safe people"</i>
Sex and safety in sexual relationships	✓	<i>"Consent, physical intimacy, being exclusive, tough conversations, communicating disagreement, not fawning"</i>
Abuse in relationships		
Ending a relationship		
Ending a relationship		
Being single		
Other strengths/needs identified by participants:		
Desirable personal characteristics (e.g., honest, caring, trusting, empathetic, kind, considerate etc)	✓	<i>"I am warm, compassionate, loving, caring, and show my love through doing things for the other person, listening to them and supporting them."</i>

SELF-ADVOCACY MODULE

Module Content	Current strength themes	Participant strength response examples	Want to learn themes	Participant module goal response examples
What is self-advocacy?				
Self-Advocacy				
Examples of self-advocacy			✓	"I want to know what works well for me."
Why do we need to be self-advocates?	✓	"I'm not ashamed that I'm autistic. I know what impact my diagnosis has had on my life and the ties my diagnosis has with my mental health and relationships with others so I know that I need to be actively doing things to help myself. I have that knowledge that I'm important enough to need to do something."	✓	"I'm not really sure but I know I need to get better at knowing when to ask for help."
Making decisions	✓	"Being able to make tougher decisions that impact my life"		
When is self-advocacy useful?				
Self-advocacy in the workplace	✓	"I feel like I know what works best for me in most situations. I have recently attempted to speak up for myself at work to negotiate modifications to a request based on my abilities."	✓	"I don't feel confident in asking for my needs in work situations and personal situations."
Where else may you have to self-advocate?			✓	"Perhaps spotting when it's appropriate to speak up and how to do so tactfully."
How to self-advocate	✓	"I am aware of what is reasonable to expect and have experience advocating for others so have something to refer to, to remind myself that I have a right to be heard too."	✓	"The best practice approach and how to advocate in a way as not to get people offside"
How to self-advocate	✓	"I have a strong ability to stay focused on the issues I'm passionate about. When I encounter obstacles, I possess the determination and perseverance to keep pushing forward. My critical thinking skills and attention to detail ensure that my arguments are clear and on point."	✓	"I'm currently exploring effective self-advocacy strategies that are specifically tailored to my unique circumstances."
Tips for self-advocating			✓	"Being able to trust myself and what I read to have confidence to speak up and also just working out where to start."
Be aware of your rights	✓	"I can use my ability to read and research what is right and what the rules are. But it can be hard to find real life 'help' even with good research."		
Privacy				
Confidentiality				
Ownership				
Participation and involvement				

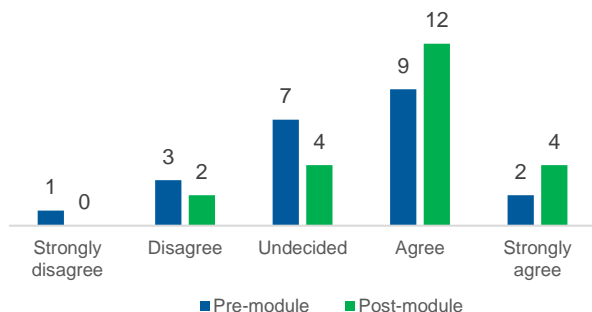
NDIS			
About the NDIS			
Access requirements			
Get familiar with the NDIS			
Collecting information			
Things to consider			
Reviewing a decision made by the NDIA			
Feeling safe and being safe	✓	<i>"When I feel safe to speak up I can."</i>	✓ <i>"How to effectively self-advocate under stress."</i>
Feeling unsafe			✓ <i>"Say what I think without fear"</i>
Interactions with the police			
Your environment			✓ <i>"Managing non-autistic peoples' responses and expectations"</i>
Friends			
Choices and consequences			
Adapting to change			
Dignity and respect			
Seeking professional help			✓ <i>"Who do I ask for help? What questions do I need to ask? What do I do if I don't feel like I'm being heard properly? Are there ways to advocate for myself without having to do it verbally - can it be written (I hate talking to people)?"</i>
Self-disclosing			
What is self-disclosure?			
What are the benefits to disclosing?			
How to self-disclosure			
Partial disclosure			
Speaking up	✓	<i>"I speak up when I have to and I try my best to communicate the issues that I'm facing at the time"</i>	✓ <i>"I want to learn more about how I can advocate more confidently, particularly in a face to face or phone conversation."</i>
What is communication			
Communication styles	✓	<i>"If I am unable to speak up in face to face or phone conversations due to feeling overwhelmed or discomfort (happens most of the time), I use non-verbal forms of communication to have my say, like email or messages. I like to research everything, so I feel like I mostly have the knowledge and tools to advocate for myself and my neurodivergent family too"</i>	✓ <i>"How to start these conversations/ have these conversations"</i>
Negotiation	✓	<i>"I am fair, I know what is reasonable"</i>	✓ <i>"Perhaps how to be more diplomatic and wait before responding"</i>
Conflict resolution			✓ <i>"How can I be assertive without causing conflict."</i>
Complaints			✓ <i>"I want to learn more about concrete actions I can take. Eg, talking to people, making complaints about how I have been treated."</i>

Being an advocate		
Being an advocate	✓	<i>"I am aware of what is reasonable to expect and have experience advocating for others so have something to refer to, to remind myself that I have a right to be heard too."</i>
Family advocate	✓	<i>"That it is as important as advocating for my children. To deal with people who are ableist"</i>
Individual advocate		
Legal advocate		
Australia advocacy organisations	✓	<i>"Better access to resources and knowing what to do."</i>
Other strengths/needs identified by participants:		
Self-awareness	✓	<i>"I usually know what works best for me now that I am older"</i>

Appendix 5: Pre- and Post-Module Knowledge Rating Frequencies

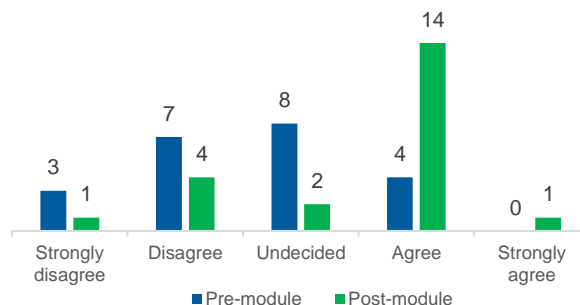
Communication Knowledge Q1

I know the steps to communicate with people I know (e.g., family & friends).



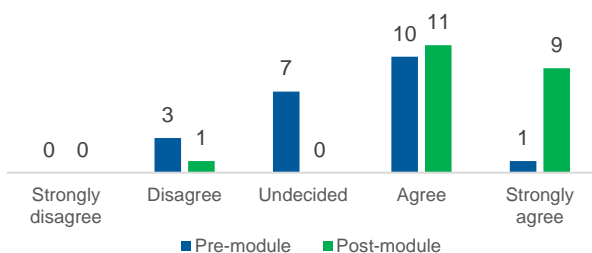
Communication Knowledge Q2

I know the steps to communicate with people I meet in my day-to-day life (e.g., acquaintances or strangers)



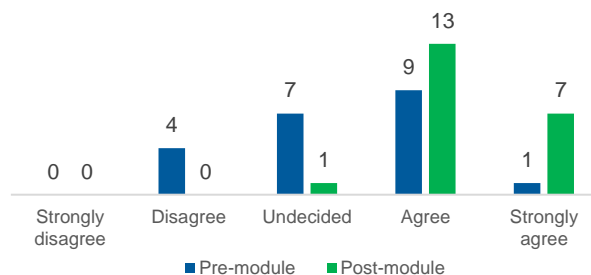
Education Knowledge Q1

I know the steps to access education programs (e.g., select & enrol in a course)



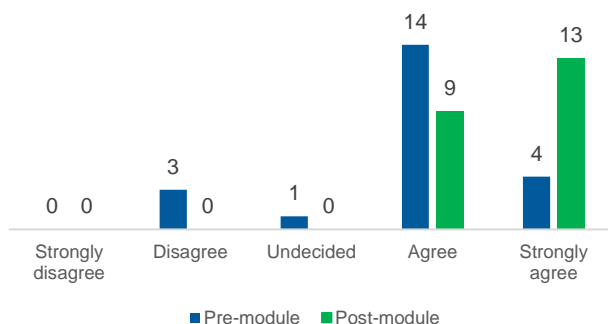
Education Knowledge Q2

I know the steps to benefit from an education program (e.g., learn new skills)



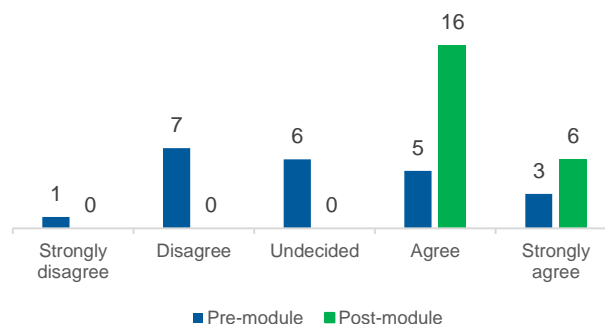
Employment Knowledge Q1

I know the steps to get a job.



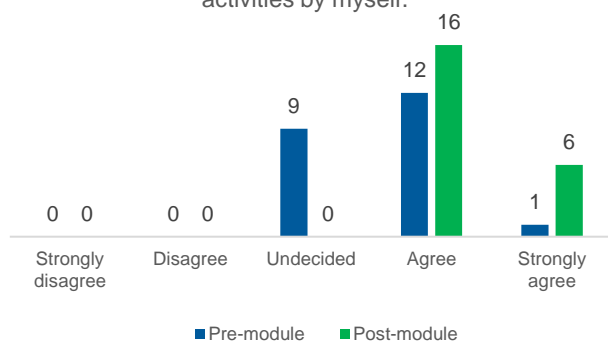
Employment Knowledge Q2

I know the steps to keep a job.



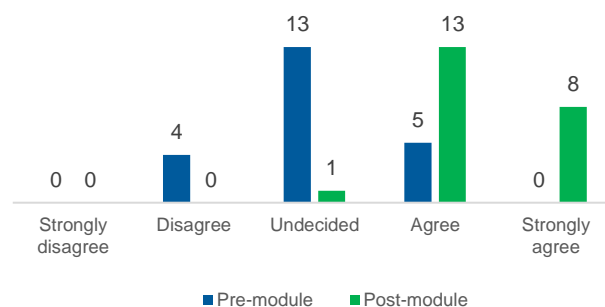
Entertainment, Recreation & Leisure Knowledge Q1

I know the steps to participate in leisure activities by myself.

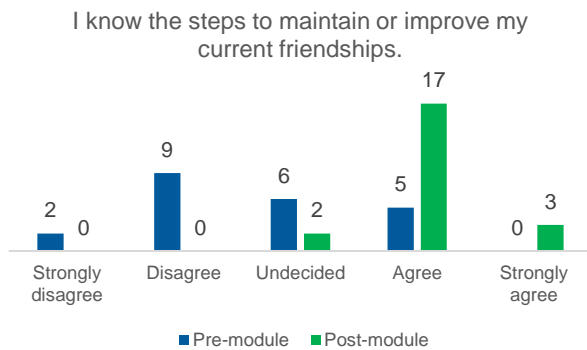


Entertainment, Recreation & Leisure Knowledge Q2

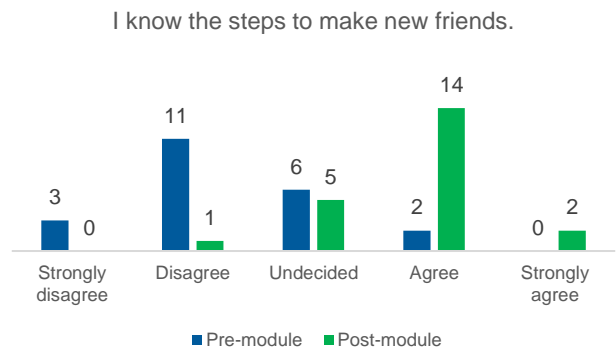
I know the steps to participate in leisure activities with others..



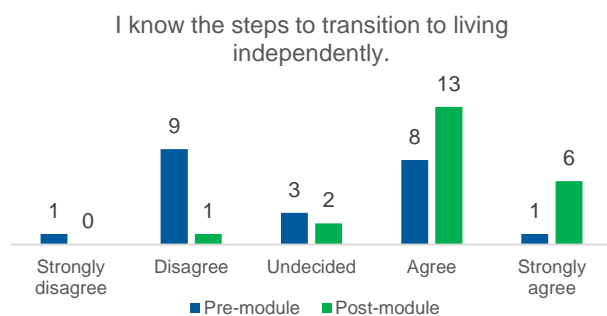
Friendships Knowledge Q1



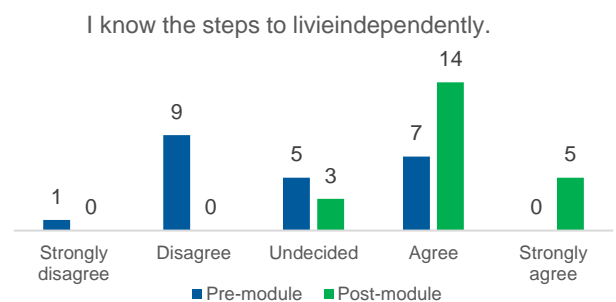
Friendships Knowledge Q2



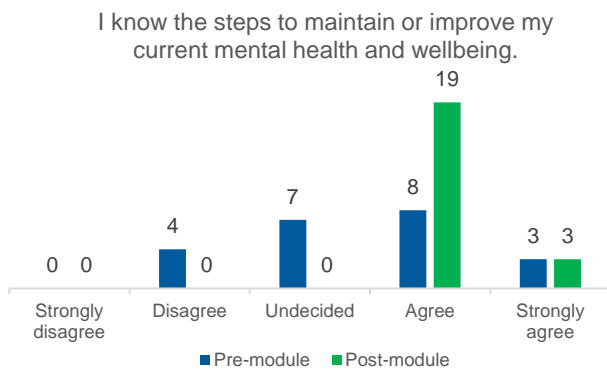
Living Independently Knowledge Q1



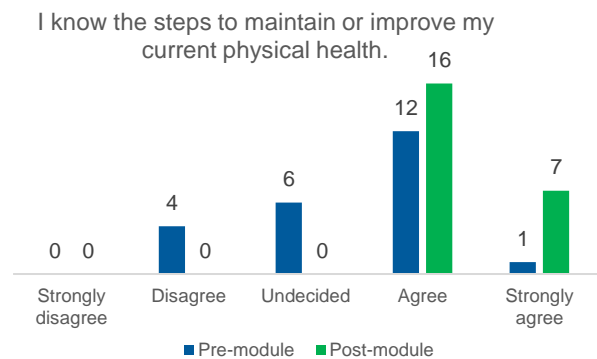
Living Independently Knowledge Q2



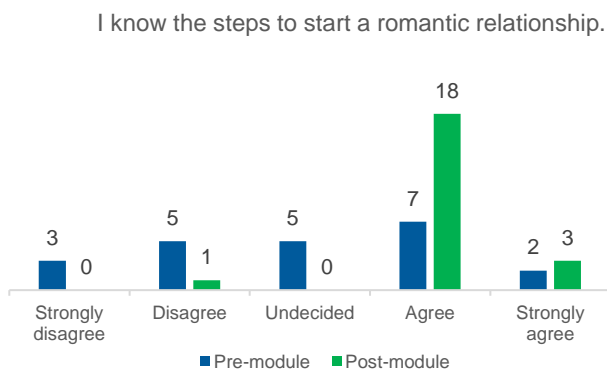
Mental Health Knowledge



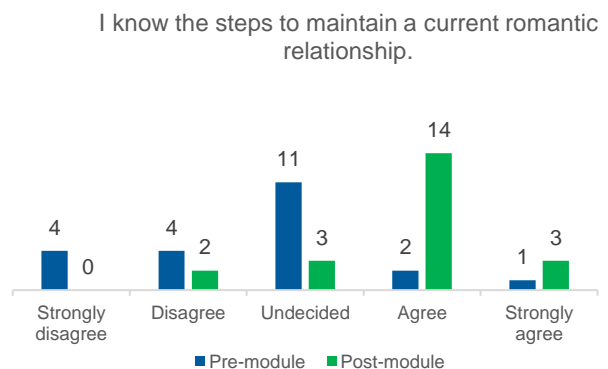
Physical Health Knowledge



Romantic Relationships Knowledge Q1

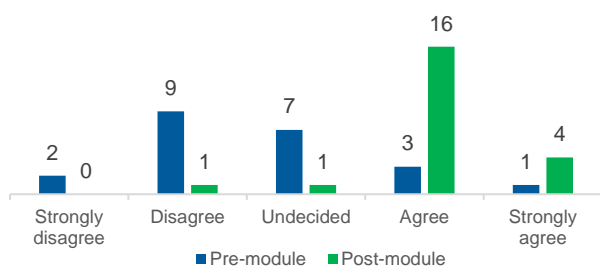


Romantic Relationships Knowledge Q2



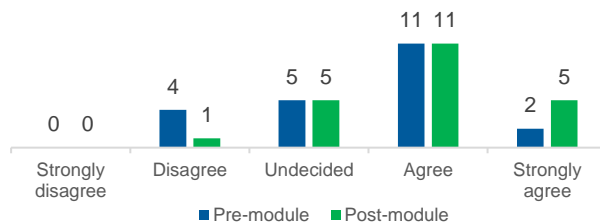
Self-Advocacy Knowledge Q1

I know the steps to speak up for myself.



Self-Advocacy Knowledge Q2

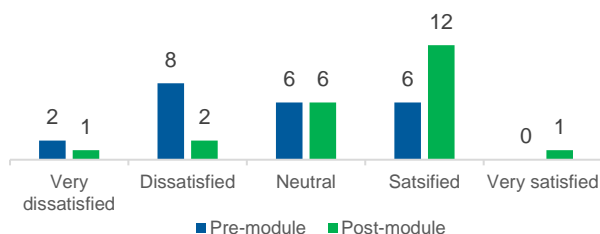
I know the steps to make decisions for myself..



Appendix 6: Pre- and Post-Module Satisfaction with Ability Rating Frequencies

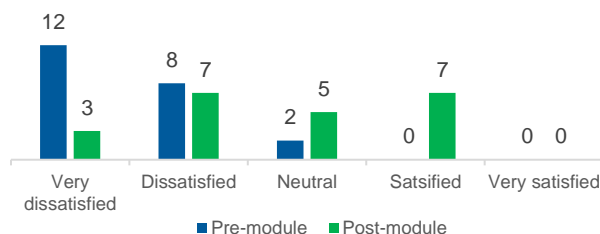
Communication Satisfaction Q1

How satisfied are you with your ability to communicate with people you know (e.g., family or friends)?



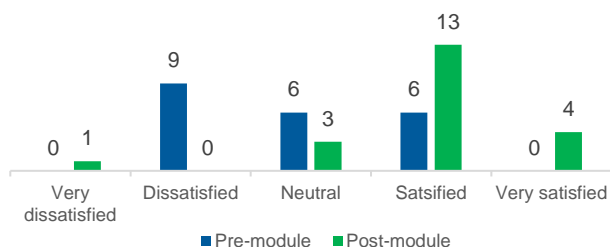
Communication Satisfaction Q2

How satisfied are you with your ability to communicate with new people you meet in your day-to-day life (e.g., acquaintances or strangers)?



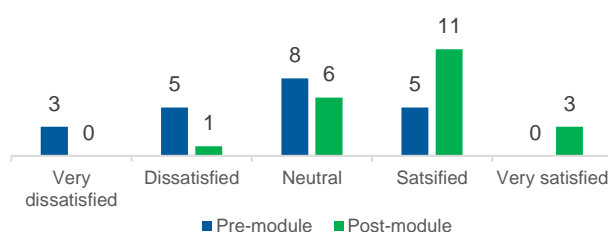
Education Satisfaction Q1

How satisfied are you with your ability to access education programs (e.g., select & enrol in a course)?



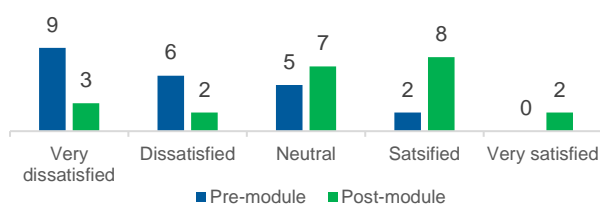
Education Satisfaction Q2

How satisfied are you with your ability to benefit from an education programs (e.g., learn new skills)?



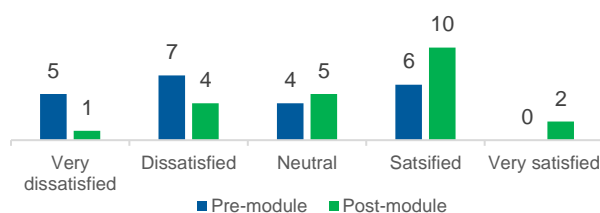
Employment Satisfaction Q1

How satisfied are you with your ability to get a job?



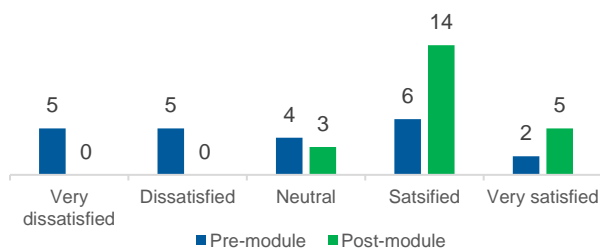
Employment Satisfaction Q2

How satisfied are you with your ability to keep a job?



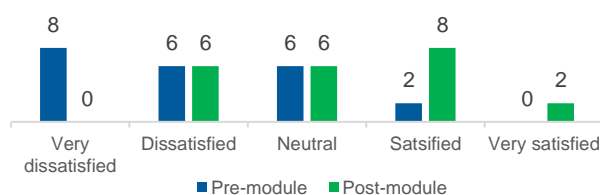
Entertainment, Recreation & Leisure Satisfaction Q1

How satisfied are you with your ability to participate in leisure activities by yourself?



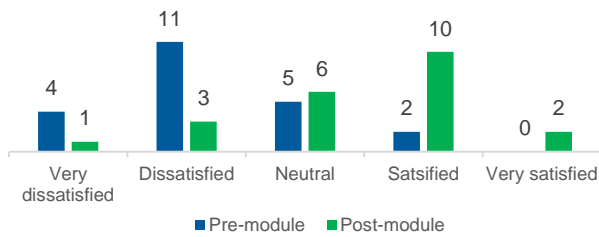
Entertainment, Recreation & Leisure Satisfaction Q2

How satisfied are you with your ability to participate in leisure activities with others?



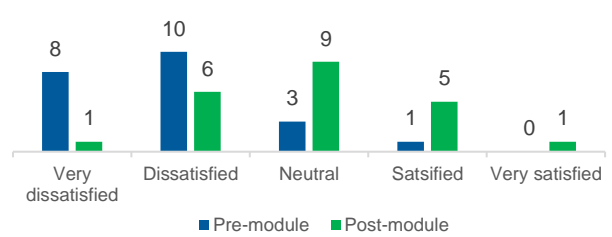
Friendships Satisfaction Q1

How satisfied are you with your ability to maintain or improve your current friendships?



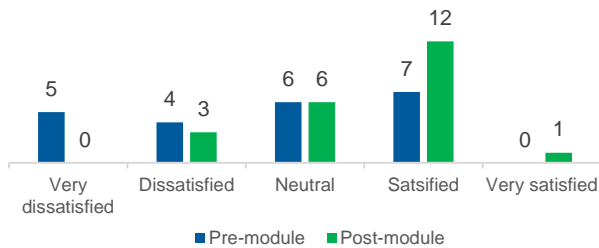
Friendships Satisfaction Q2

How satisfied are you with your ability to make new friendships?



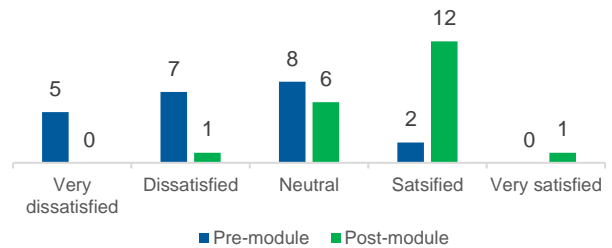
Living Independently Satisfaction Q1

How satisfied are you with your ability to transition to living independently?



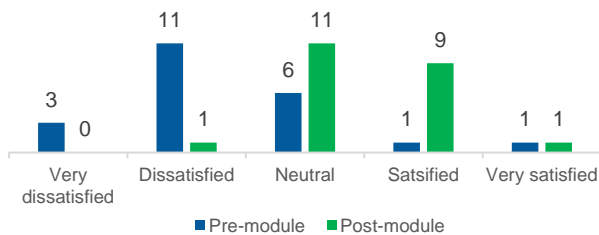
Living Independently Satisfaction Q2

How satisfied are you with your ability to live independently?



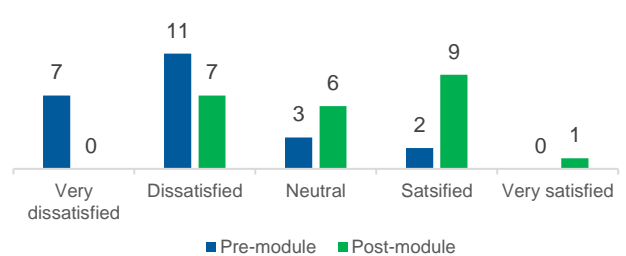
Mental Health Satisfaction

How satisfied are you with your ability to maintain or improve your current mental health and wellbeing?



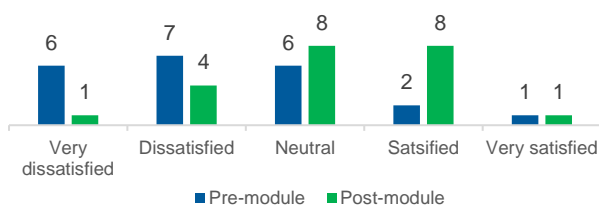
Physical Health Satisfaction

How satisfied are you with your ability to maintain or improve your current physical health and wellbeing?



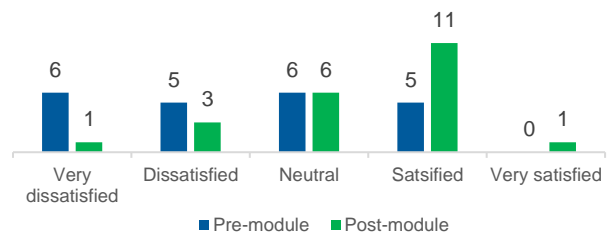
Romantic Relationships Satisfaction Q1

How satisfied are you with your ability to start a romantic relationship?



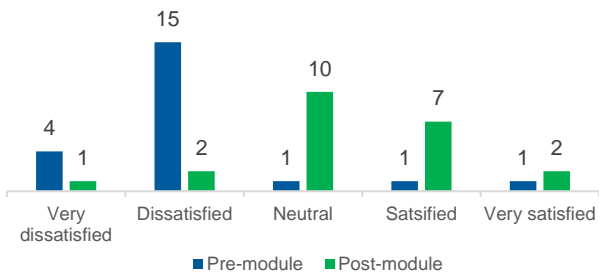
Romantic Relationships Satisfaction Q2

How satisfied are you with your ability to maintain a current romantic relationship?



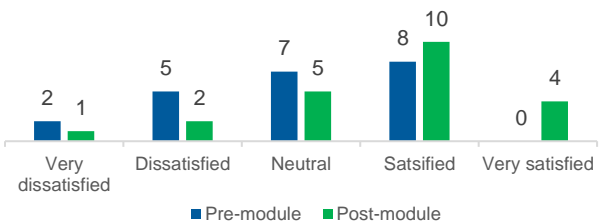
Self-Advocacy Satisfaction Q1

How satisfied are you with your ability to speak up for yourself?



Self-Advocacy Satisfaction Q2

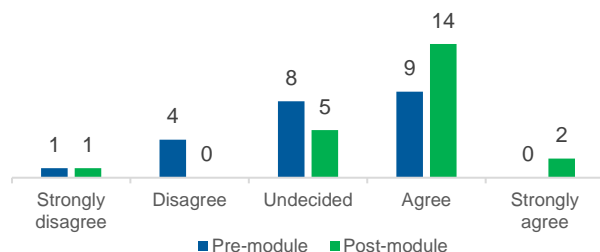
How satisfied are you with your ability to make decisions for yourself?



Appendix 7: Pre- and Post-Module Confidence Rating Frequencies

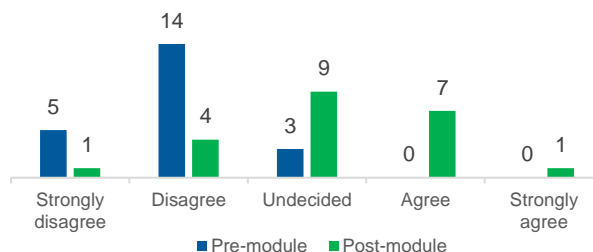
Communication Confidence Q1

I am confident I know how to communicate with people I know (e.g., family or friends)?



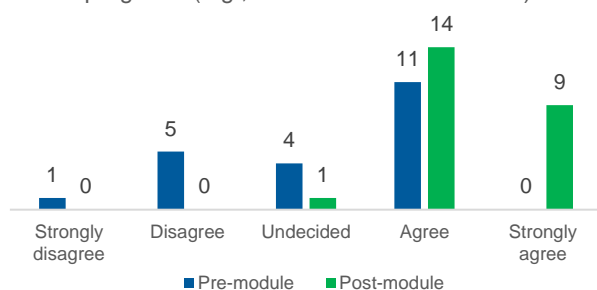
Communication Confidence Q2

I am confident I know how to communicate with new people I meet in my day-to-day life (e.g., acquaintances or strangers)?



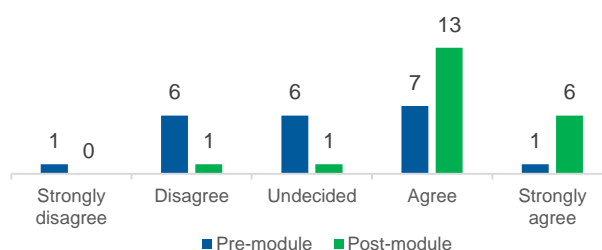
Education Confidence Q1

I am confident I know how to access education programs (e.g., select & enrol in a course)



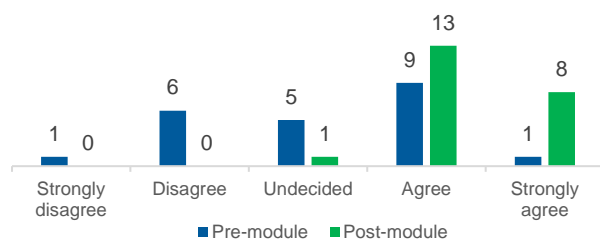
Education Confidence Q2

I am confident I know how to benefit from an education programs (e.g., learn new skills)?



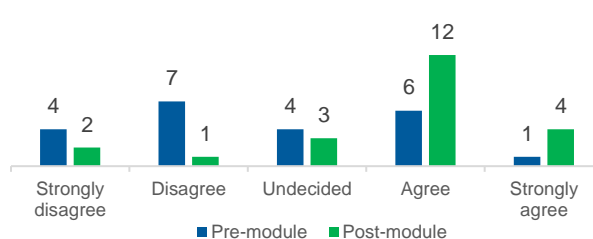
Employment Confidence Q1

I am confident I know how to get a job?



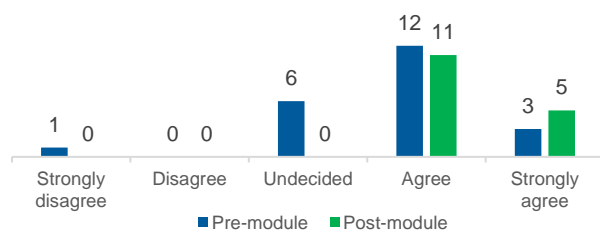
Employment Confidence Q2

I am confident I know how to keep a job?



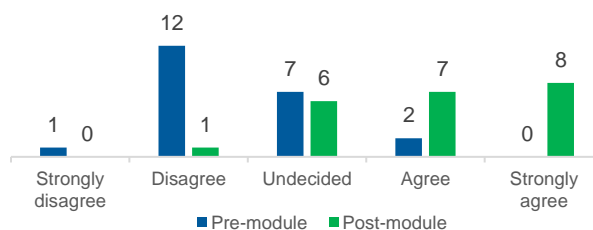
Entertainment, Recreation & Leisure Confidence Q1

I am confident I know how to participate in leisure activities by myself?



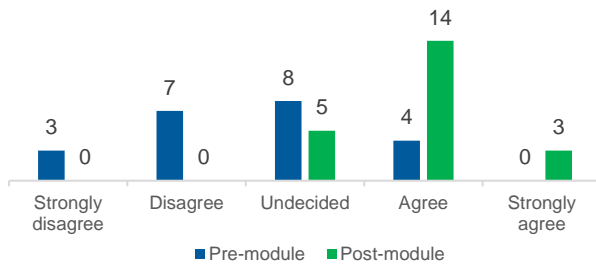
Entertainment, Recreation & Leisure Confidence Q2

I am confident I know how to participate in leisure activities with others?



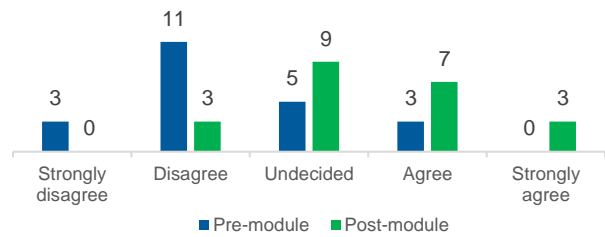
Friendships Confidence Q1

I am confident I know how to maintain or improve my current friendships?



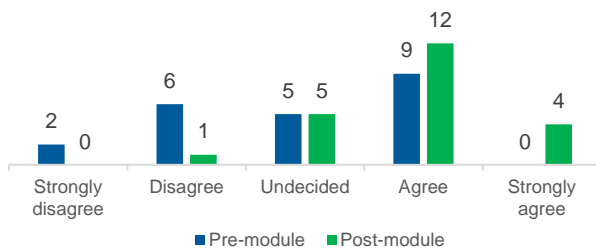
Friendships Confidence Q2

I am confident I know how to make new friendships?



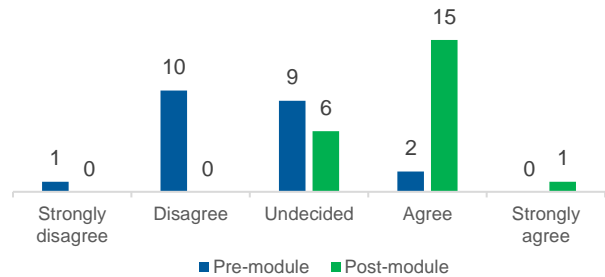
Living Independently Confidence Q1

I am confident I know how to transition to living independently?



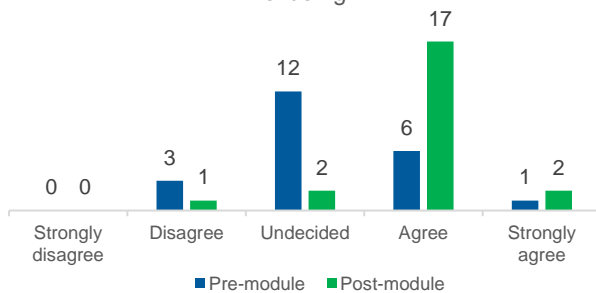
Living Independently Confidence Q2

I am confident I know how to live independently?



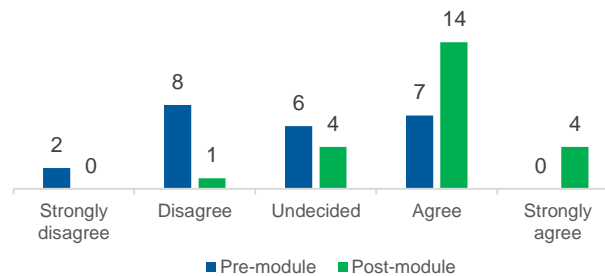
Mental Health Confidence

I am confident I know how to maintain or improve my current mental health and wellbeing?



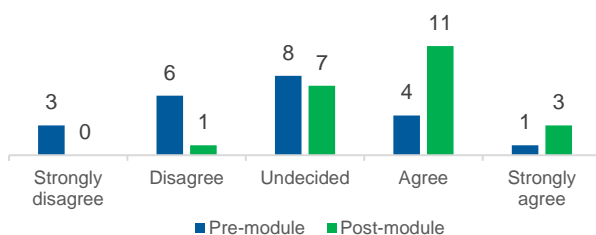
Physical Health Confidence

I am confident I know how to maintain or improve my current physical health and wellbeing?



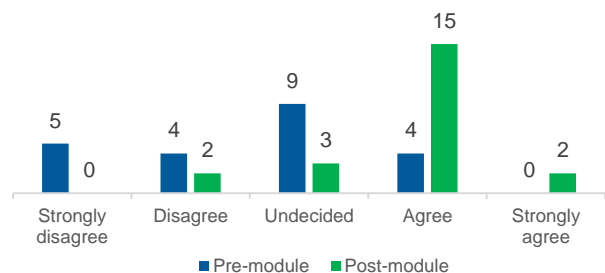
Romantic Relationships Confidence Q1

I am confident I know how to start a romantic relationship?



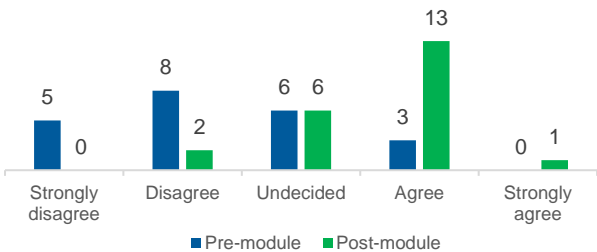
Romantic Relationships Confidence Q2

I am confident I know how to maintain a current romantic relationship?



Self-Advocacy Confidence Q1

I am confident i know how to speak up for myself?



Self-Advocacy Confidence Q2

I am confident I know how to make decisons for myself?

