

Structuring factors for university student's Openness attitude toward Autism Spectrum Disorder

Focusing on the previous contact experience

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In this study, translated version of Openness scale was made to confirm whether Openness scale used by Nevill & White (2011) was applicable in Japan, and for that reliability and validity of the scale was examined. Data was collected from University students (n=141, male: 51, female: 90). As a result of a factor analysis, three factors were extracted: “affinity” factor, “similarity” factor, “passive” factor. As a result, constant reliability of the scale was found. To examine the validity of the scale, Tanno's (2008) revised edition friend-relations-function-scale was used, although not enough validity was provided. In addition, the difference of the mean of each of the three factors by the difference of having contact experience or not and the relationship, major in university, school year in university, and gender was examined to seek the openness toward Autism Spectrum Disorder (ASD). As a result, students who had a relative with ASD or indicates ASD characteristics, and who had acquaintances with ASD or indicates ASD characteristics was higher in “affinity” than students without contact experience. Students who had a relative with an ASD or indicates ASD characteristics was easier to find “similarity” than students without contact experience. Human welfare majors indicated higher “affinity” than other students. About the association between year in university, and gender, neither indicated differences in the three factors. This study concludes that the contact experience with a person with ASD or indicates ASD characteristics to be important to promote the formation of the openness attitude of university students toward ASD.