ATTITUDES TOWARDS AUTISTIC SPECTRUM DISORDER: A SYSTEMATIC REVIEW

ATITUDES FRENTE AO TRANSTORNO DO ESPECTRO AUTISTA: UMA REVISÃO SISTEMÁTICA

Mírian Carla Lima Carvalho[*I], Luiz Fernando de Oliveira Santos[II], Andrêsa Fernanda Gomes Pereira[III], Suiane Magalhães Tavares[IV], Carlos Eduardo Pimentel[V]

Abstract. The Autistic Spectrum Disorder incorporates a variety of serious disorders in the way individuals interact and communicate. Considering the relevance of social relationships in the treatment of autism, this study aimed to analyze the research instruments used to verify the attitudes of the population against the autistic spectrum disorder, aiming to understand people's thoughts, feelings and behaviors against individuals with this condition. This systematic literature review was conducted using the Prisma Protocol, with the CAPES and Pubmed databases, the descriptors were verified in the Decs (Health Sciences Descriptors)/Mesh (Medical Subject Headings) and BVS PSI (Virtual Health Library - Psychology Brazil), being used the following unitmates: "Autism Spectrum Disorder" and "Attitude" and "Instruments". Seven articles were analyzed, of which the following instruments were observed: Lifespan Sibling Relationship Scale; J-mas, translation of the multidimensional attitudes scale) to Japanese; Likert method (explicit attitudes); ST -iat method (implicit attitudes); Adjective Verification List (ACL); Parental Attitude Research Instrument; Parental Attitudes Questionnaire; Questionnaire on attitudes and pedagogical practices for people with ASD, based on the universal design of Rose's learning (2003); and Behavior Guidance Techniques. The main attitudes identified included: Mother's Dominance attitude, family dependence attitude, attitude of superauthority, positive siblings' attitudes in adolescence and positive cognitive and behavioral attitudes after interaction with people with autism. Thus, it is understood the relevance and importance of the present work in the dissemination and reflection on the theme, as in the use of future research, aiming to broaden the understanding of the factors that influence social perception and everyday interactions, about people diagnosed with autism.

Keywords: attitude; children; autism spectrum disorder; evaluative measures.

Resumo. O Transtorno do Espectro Autista incorpora uma variedade de distúrbios graves na forma como os indivíduos interagem e se comunicam. Considerando a relevância dos relacionamentos sociais no tratamento do autismo, este estudo teve como objetivo analisar os instrumentos de pesquisa utilizados para verificar as atitudes da população em relação ao Transtorno do Espectro Autista, visando compreender pensamentos, sentimentos e comportamentos das pessoas frente aos indivíduos com essa condição. Esta revisão sistemática de literatura foi conduzida utilizando o protocolo PRISMA, com as bases de dados CAPES e PUBMED, os descritores foram verificados no DeCS (Descritores de Ciências da Saúde)/Mesh (Medical Subject Headings) e BVS psi (Biblioteca Virtual em Saúde - Psicologia Brasil), sendo utilizado os seguintes unitermos: "Autism Spectrum Disorder" and "Attitude" and "Instruments". Sete artigos foram analisados, dos quais se observaram os seguintes instrumentos: Lifespan Sibling Relationship Scale; J-MAS, tradução da Escala de Atitudes Multidimensionais) para japonês; Método Likert (Atitudes Explícitas); Método ST-IAT (Atitudes Implícitas); Lista de verificação de adjetivos (ACL); Parental Attitude Research Instrument; Parental Attitudes Questionnaire; Questionário sobre atitudes e práticas pedagógicas para com pessoas com TEA, baseado no Desenho Universal da Aprendizagem de Rose (2003), e Behavior guidance techniques. As principais atitudes identificadas incluíram: atitude de dominância da mãe, atitude de dependência da família, atitude de superautoridade, atitudes positivas de irmãos na adolescência e atitudes cognitivas e comportamentais positivas, após contato com as pessoas com autismo. Destarte, compreende-se a pertinência e importância do presente trabalho na disseminação e reflexão acerca da temática, tal qual no emprego de pesquisas futuras, visando ampliar o entendimento sobre os fatores que influenciam a percepção social e as interações cotidianas, acerca das pessoas diagnosticadas com autismo.

*IPsychopedagogue; PhD Candidate in Social Psychology, Graduate Program in Social Psychology, Federal University of Paraíba (UFPB), João Pessoa, PB, Brazil; Undergraduate Student in Psychology, Faculdade Nova Esperança, João Pessoa, PB, Brazil.
Address: Campus I, Castelo Branco, João Pessoa, PB, Brazil. ZIP Code: 58051-900.
E-mail: mirianclcarvalho@gmail.com
ORCID: https://orcid.org/0000-0003-3129-2985

IIUndergraduate Student in Psychology, Department of Psychology, Federal University of Paraíba (UFPB), João Pessoa, PB, Brazil.
Address: Campus I, Castelo Branco, João Pessoa, PB, Brazil. ZIP Code: 58051-900.
ORCID: https://orcid.org/0009-0005-5766-6473

IIIEducational Psychologist; PhD Candidate in Social Psychology, Graduate Program in Social Psychology, Federal University of Paraíba (UFPB), João Pessoa, PB, Brazil.
Address: Campus I, Castelo Branco, João Pessoa, PB, Brazil. ZIP Code: 58051-900.
ORCID: https://orcid.org/0000-0001-7550-7971

IVPsychologist; PhD in Social Psychology, Federal University of Paraíba (UFPB), João Pessoa, PB, Brazil; Professor at Faculdade Nova Esperança, João Pessoa, PB, Brazil.
Address: Avenida Frei Galvão, 12, Gramame, João Pessoa, PB, Brazil. ZIP Code: 58067-695.
ORCID: https://orcid.org/0000-0001-9769-3090

VPsychologist; PhD in Social, Work, and Organizational Psychology (PSTO), University of Brasília (UnB), Brasília, DF, Brazil; Professor in the Graduate Program in Social Psychology and in the Undergraduate Program in Psychology, Department of Psychology, Federal University of Paraíba (UFPB), João Pessoa, PB, Brazil.
Address: Campus I, Castelo Branco, João Pessoa, PB, Brazil. ZIP Code: 58051-900.
ORCID: https://orcid.org/0000-0003-3894-5790

INTRODUCTION

Autism Spectrum Disorder (ASD) is defined as a neurodevelopmental disorder, given its association with cognition and the symptoms that appear during childhood[1,2]. The causes of ASD remain poorly understood; however, studies suggest genetic factors may be associated with the occurrence of the disorder, along with conditions such as premature birth and maternal use of antiepileptic drugs, particularly valproic acid[3].

The symptomatology of this disorder consists of a set of diagnostic criteria described as follows: (a) persistent deficits in social communication and social interaction; (b) restricted and repetitive patterns of behavior, interests, and activities; (c) symptoms present in the early developmental period; (d) symptoms that cause significant impairments in individual functioning; and (e) disturbances not better explained by intellectual disability, although they may be comorbid[4].

The group of symptoms leads individuals with ASD to act and behave in specific ways. For example, within the first group of symptoms (a), they may present difficulties with speech, challenges in initiating or sustaining peer interactions, limited understanding of relational processes, or exhibit immediate or delayed echolalia, among others[1,2,4-6].

In the second group of symptoms (b), established patterns can be observed, such as rigid preferences in clothing, adherence to predetermined routines, repetitive interests expressed in conversation or through object use, stereotyped movements of the body or with objects, and hyper- or hyporeactivity to sensory input[1,2,4,5].

Other behaviors may also occur in individuals with ASD; although they are not considered diagnostic characteristics, they may arise as possible features of the disorder. For instance, aggression (such as outbursts of anger) may appear in cases of cognitive rigidity or as a consequence of communication deficits, although aggression is not present in all individuals with this diagnosis. In addition, self-injurious behaviors may also occur in individuals with this condition[7]. Such aggressive behaviors can interfere with peer relationships, either through the enactment of these responses or through the pre-established perception that 'individuals with ASD are aggressive.' They can also affect the well-being of parents who deal with these challenges on a daily basis.

In view of these pathological and individual aspects that may be present in individuals with ASD and their social relationships, this study undertakes a review of the literature on the attitudes of people involved in the social interactions of this target group. The aim is to understand the types of attitudes expressed, whether favorable or unfavorable responses are observed, as well as to identify the evaluative instruments applied to this construct.

In this sense, it is important to highlight that attitudes may exist at an explicit level, in which they are conscious and can be easily reported, or at an implicit level, in which they are unconscious and unknown to the individual[8]. Moreover, attitudes cannot be directly observed but can only be inferred from observed responses, which are elicited by attitudinal objects. For an attitude to be formed, it is essential that the individual comes into contact with the object and, from this experience, produces an individualized response, which may be either favorable or unfavorable[8]. In the context of this study, the attitudinal objects are individuals with ASD, and the responses are those expressed by people who interact with this group.

With regard to the assessment of attitudes, several types of measures exist, such as: self-descriptive measures (Likert questionnaires, semantic differential scales, Thurstone scales, Guttman scales, social distance scales); physiological measures (monitoring of physiological reactions in emotional responses); observational techniques (participant observation of the object); self-administered measures (self-reports) of beliefs, feelings, and behaviors; individual reactions to partially structured stimuli; and performance in objective tasks in which outcomes are affected by attitudes[8,9]. Furthermore, implicit measures are also noteworthy, as they involve judgments expressed automatically and without conscious awareness. A commonly used evaluative technique for this purpose is priming[8].

A brief investigation revealed a national gap in studies on attitudes toward ASD, with only dissertations on the subject being identified. Therefore, the scope of this review was expanded to include an international perspective on the topic. Based on these findings, it was deemed relevant to examine the types of feelings, actions, and thoughts expressed by the population toward individuals with ASD, as well as the importance of analyzing

revista de NOVA
ciências
da saúde ESPERANÇA

362

whether the existing instruments used to measure this construct are effective assessment tools with adequate standards of reliability.

Within this context, a study[10] conducted to examine the public stigma of children with ASD through their school-aged peers concluded that children with typical development at school age hold more negative attitudes toward individuals diagnosed with autism. The study also highlighted that explicit attitudes improved with age, whereas implicit attitudes remained consistently negative.

With regard to adults, Morrison et al.[11] reported that among non-autistic evaluators assessing autistic adults, more favorable evaluations were observed when the diagnosis of autism was disclosed and when evaluators had a high level of knowledge on the subject. This finding suggests that knowledge about autism is associated with beliefs and may influence the attitudes adopted toward these individuals.

In light of the above, the general objective of this study was defined as follows: to analyze the research instruments used to assess public attitudes toward Autism Spectrum Disorder (ASD). Specifically, the study aimed to: (1) describe the instruments and the individuals assessed with regard to their attitudes toward ASD; (2) examine the reliability parameters of the instruments that evaluate the attitudes of others toward individuals with ASD; and (3) identify the attitudes adopted toward individuals with ASD.

MATERIALS AND METHOD

The present study refers to a systematic literature review with both qualitative and quantitative approaches and bibliographic in nature. It is a type of research that encompasses scientific evidence from other studies in a methodical and transparent manner, critically evaluating the collected data and ensuring reproducibility[12],[13]. This systematic review was conducted with the aim of synthesizing people's attitudes toward individuals with Autism Spectrum Disorder (ASD).

To this end, the study followed the PRISMA guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), a protocol widely recognized in systematic reviews and meta-analyses for ensuring transparency and reproducibility of results. The protocol proposes the implementation of four stages: (1) Identification, (2) Screening, (3) Eligibility, and (4) Inclusion[14].
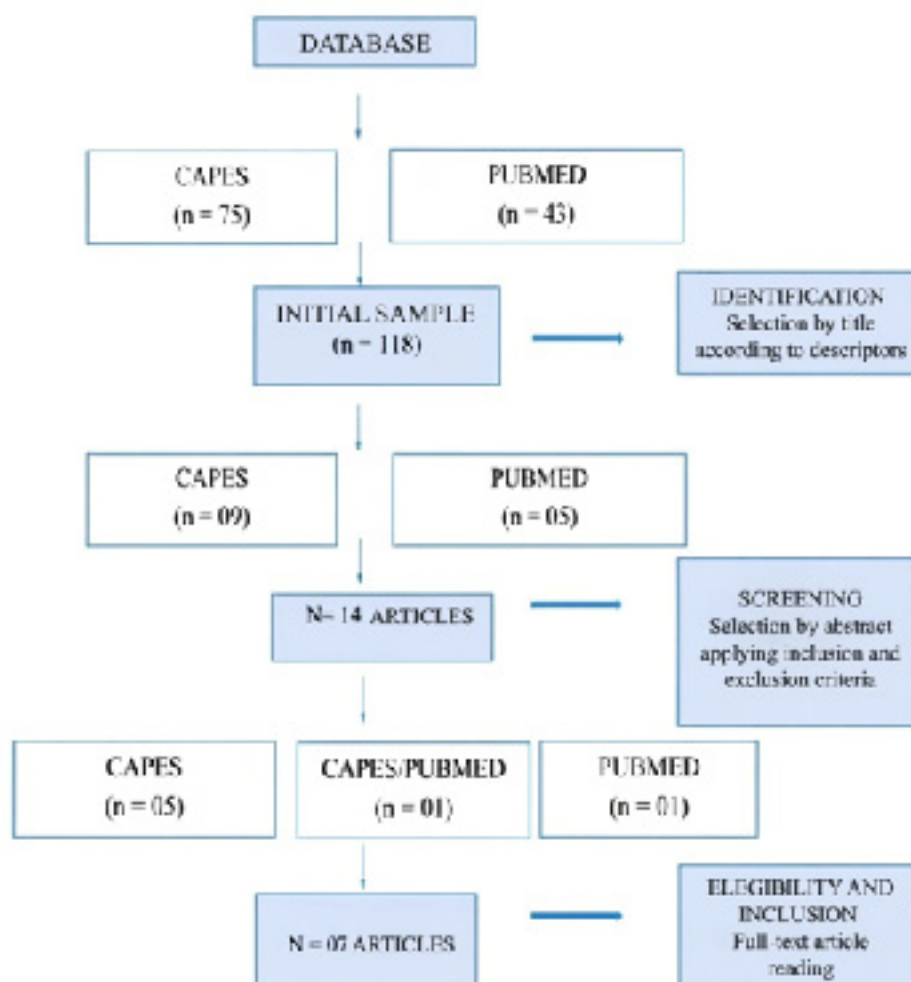
Based on the processes required for a systematic review, the descriptors were verified in DeCS (Health Sciences Descriptors), MeSH (Medical Subject Headings), and BVS-Psi (Virtual Health Library – Psychology Brazil) on April 16, 2023. The terms were applied in English, as they encompass relevant publications for research in both national and international contexts. On this occasion, the following keywords were used: "Autism Spectrum Disorder AND Attitude AND Instruments."

During the search and selection procedure, the following inclusion criteria were applied: publications from the last 20 years, addressing the aforementioned theme, and including samples of children diagnosed with ASD. The exclusion criteria were: duplicate articles, undergraduate theses, dissertations, and doctoral theses.
Data collection was carried out through the CAPES journal portal (Coordination for the Improvement of Higher Education Personnel) and the National Library of Medicine (PubMed), applying the following filters: peer-reviewed articles and publications from the last 20 years (2003 to April 18, 2023). In addition, the review was broadened by including another database, the Latin American and Caribbean Health Sciences Literature (LILACS), although no articles were found.

In the first stage of identification using the descriptors, 118 articles were found, the majority (75) from CAPES and the minority (43) from PubMed. In the second stage, screening, 14 articles were selected through analysis of titles and/or abstracts that included descriptors and synonyms related to Autism Spectrum Disorder (Autism and Asperger).

Subsequently, the abstracts were reviewed, and seven articles that appeared to fit the theme were considered eligible for full analysis. In addition, studies outside the intended scope, those published before or after the selected time frame, and duplicate articles were excluded. This process of identification, screening, and eligibility of articles is illustrated in Figure 1.

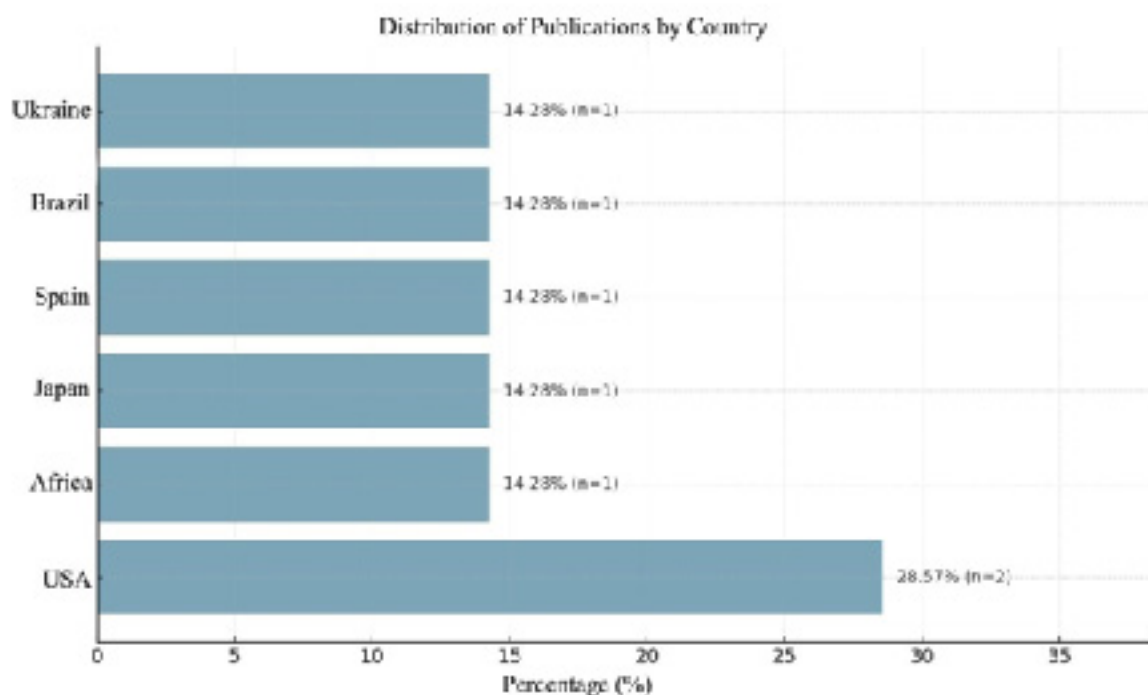FIGURE 1. Flowchart of Article Search and Selection

Source: Based on PRISMA.

RESULTS AND DISCUSSION

Structural Characteristics of the Studies

For better visualization and discussion of the data, the general characteristics of the studies were analyzed, addressing publication contexts, sample, and instruments used in research on attitudes toward individuals diagnosed with ASD.

The results show that among the seven articles identified, the largest number was published in 2021, accounting for 28.57% (n = 2). The remaining years each represented 14.28% (n = 1), namely 2008, 2014, 2017, 2018, and 2023. It is worth noting that although the search started in 2003, articles were only found from 2008 onward. Regarding countries, most of the selected articles originated from the United States, with 28.57% (n = 2). For the other countries, the percentage was 14.28% (n = 1) each, namely Africa, Japan, Spain, Brazil, and Ukraine (see Figure 2).

FIGURE 2. Distribution of Publications by Country

Source: Author

Among the samples evaluated in the studies, most consisted of teachers and parents of individuals with ASD, each representing 28.57% (n = 2). The remaining samples included the general population, peers, and siblings of individuals with ASD, each accounting for 14.28% (n = 1). From this perspective, it was observed that attitudes are more frequently studied among those directly connected to individuals with autism, that is, people within their social environment, highlighting the need for further studies with the general population. Moreover, more than half of the participants in the analyzed articles, corresponding to 57.14% (n = 4), came from small samples with fewer than 85 participants, which limits the generalizability of these findings.

Furthermore, there is a noticeable scarcity of studies on attitudes and ASD, given that only a few investigations were identified in this field. It is worth noting that the study of the construct 'Attitudes' has long been a subject in social psychology[8], but research on this construct specifically in relation to individuals with ASD is relatively recent, which explains the small number of selected articles.

The search identified nine instruments for assessing attitudes toward individuals with autism, namely: Lifespan Sibling Relationship Scale; J-MAS, the Japanese translation of the MAS (Multidimensional Attitudes Scale); Likert Method (Explicit Attitudes); ST-IAT Method (Implicit Attitudes); Adjective Check List (ACL); Parental Attitude Research Instrument; Parental Attitudes Questionnaire; Questionnaire on Attitudes and Pedagogical Practices toward Individuals with ASD, based on the Universal Design for Learning; and Behavior Guidance Techniques (BGTs).

The reliability of the measures was assessed using Cronbach's alpha values. The Lifespan Sibling Relationship Scale demonstrated excellent internal consistency, with a Cronbach's alpha of 0.90, indicating high reliability. The J-MAS, the Japanese translation of the Multidimensional Attitudes Scale (MAS), showed an alpha of 0.88, considered a good value and suggesting good reliability. The Likert and ST-IAT methods used the Adjective Check List (ACL), which demonstrated internal consistency ranging from 0.81 to 0.91, indicating good to excellent reliability[15].

On the other hand, for the Parental Attitude Research Instrument and the Parental Attitudes Questionnaire, no Cronbach's alpha values were provided, which prevents the assessment of the reliability and internal consistency of the measure. In summary, most instruments demonstrated good to excellent reliability.

revista de NOVA
ciências
da saúde ESPERANÇA

365

In this regard, it is worth noting that other instruments did not demonstrate internal consistency, as they are not psychometric tests. These include the Questionnaire on Attitudes and Pedagogical Practices toward Individuals with ASD, based on the principles of Universal Design for Learning, which did not report any psychometric reliability parameter, and the Behavior Guidance Techniques (BGTs) (see Table 1).

TABLE 1. Instruments and reliability

Instrument	Cronbach's Alpha	Reliability
Lifespan Sibling Relationship Scale	0,9	Excellent
J MAS	0,88	Good
Liket Method (Explicit Attitudes)	0,81 – 0.91	Good to Excellent
SI-IAT Method (Implicit Attitudes)	0,81 – 0.91	Good to Excellent
Adjective Check List (ACL)	0,81 – 0.91	Good to Excellent
Parental Attitude Research Instrument	Not provided	Not assessed
Parental Attitudes Questionnaire	Not provided	Not assessed
Questionnaire on Attitudes and Pedagogical Practices (based on Rose's 2003 Universal Design for Learning)	Not provided	Not assessed
Behavior Guidance Techniques (BGTs)	Not provided	Not assessed

Source: Author

Characteristics of the Attitudes Identified in the Studies

Autism Spectrum Disorder refers to a neurodevelopmental condition characterized by significant deficits in behavior, communication, and social interaction[4], affecting millions of individuals worldwide[16]. With the increased dissemination of information and greater access to ASD diagnoses in recent decades, understanding society's attitudes toward individuals with this condition has become essential for promoting inclusion and combating stigma.

Thus, it was found that several studies have addressed this topic, revealing a wide range of perceptions that directly affect the quality of life of autistic individuals and their families. This systematic review synthesizes these findings, providing a comprehensive overview of how different cultural, social, and educational factors shape people's attitudes toward ASD. These findings are presented and discussed below.

Another study[17] focused on translating the Multidimensional Attitudes Scale (MAS) into Japanese and evaluating its effectiveness in measuring people's attitudes toward individuals with Autism Spectrum Disorder (ASD). The study involved 552 participants, aged between 20 and 49 years, who completed an online questionnaire divided into four factors: Cognition, Negative Effects, Behaviors, and Calmness. The results indicated that most Japanese participants hold positive attitudes toward individuals with ASD, and the Japanese version of the MAS

revista de **NOVA**
ciências
da saúde **ESPERANÇA**

366

proved to be effective and reliable. In addition, the study revealed an atypical finding: unlike in other countries, where women tend to show more positive attitudes than men, in Japan there was no significant correlation between participants' age or gender and their attitudes. This highlights the need to consider the impact of sociocultural factors on the attitudes assessed.

In the context of childhood, a study with 475 peers and non-peers of children diagnosed with ASD investigated knowledge, attitudes, and empathy toward these children in an inclusive U.S. setting[18]. The study found that after a three-month experience of contact and follow-up, participants demonstrated greater knowledge about autism, more positive cognitive and behavioral attitudes, and stronger intentions to interact with their peers with ASD than children who did not have such contact. This study suggests that attitudes may be associated with the extent of interaction people have with individuals with ASD. In addition, another study[19] reported that the attitudes of typically developing children toward children with ASD were less positive when compared to their attitudes toward children with typical development.

In the family context, more specifically among siblings, a study with 30 siblings of children with autism, conducted in an African setting[20], investigated past and present attitudes toward their sibling with ASD. The results showed that they had more positive attitudes toward their sibling with ASD during adolescence than in childhood, which may be associated with their cognitive and psychosocial maturation[21].

Continuing with research focused on the family context, the next studies address parents. Two investigations were conducted with parents, although in different contexts. The first, by Marshall et al.[22], aimed to evaluate parents' attitudes toward basic and advanced behavior guidance techniques (BGTs) in a U.S. context, comparing parental attitudes toward BGTs and seeking to predict the cooperation of children with ASD during dental consultations. The most frequently used BGTs (50%) were positive verbal reinforcement (PVR), followed by "tell-show-do" (TSD), positive statements, and rewards. Overall, basic BGTs were more acceptable (81%) than advanced BGTs (54%). The most accepted techniques (90%), in order, were PVR, TSD, distraction, rewards, general anesthesia, holding the child's hand, and positive statements. The findings indicated that parents of autistic children who experienced BGTs reported them as highly acceptable, except for the use of restraint by the dental team, which was considered more acceptable and effective when limited to holding the child's hands rather than restraining the arms, torso, or legs.

Another subsequent study involving parents[23] evaluated the formation of parental attitudes in mothers of children with ASD in the Ukrainian context. The results of psychological tests showed changes in the mothers' educational strategies, which revealed imprecision in maternal behavior, such as confusion, inability or unwillingness to understand the needs of the child with ASD, and failure to adjust their behavior to adequately 'meet' these children's needs. In such cases, mother–child relationships were not constructive; instead, symbiotic relationships and authoritarian parental attitudes were observed between mothers and children. These findings suggest that changes in parent–child relationships in families with autistic children are part of family dysfunction and negatively affect the psychosocial adjustment of both children and parents.

Another target group that emerged in the research was teachers, whether in training or already qualified, addressed in two studies. The first article, by Lacruz-Pérez et al.[24], was structured in two measurements with a training session in between. In this study, 50 trainee teachers from Spain underwent an explicit attitude test (Likert and AAST) and an implicit test (SI-SAT), followed by a brief training session about individuals with ASD, after which another round of data measurement was conducted. The findings showed that participants who had already demonstrated positive explicit attitudes only had their attitudes reinforced, whereas implicit attitudes, which were initially neutral, remained unchanged or did not undergo significant modification. Thus, it can be understood that explicit attitudes are more socially desirable and can change more easily depending on social pressure or acceptance.

The second study, by Farias et al.[25], conducted in the Brazilian context, aimed to examine the attitudes and inclusive practices of qualified teachers toward students diagnosed with autism. The results showed that just over 70% agreed with the implementation of inclusive attitudes and practices; however, only 56.87% actually implemented them. It is worth noting, however, that not all teachers had experience with students diagnosed with ASD, which may indicate a limitation in the implementation of inclusive attitudes and practices.

revista de **NOVA**
ciências
da saúde **ESPERANÇA**

367

In summary, the results of the systematic review and the studies analyzed highlight the importance of understanding and reflecting on attitudes toward individuals with Autism Spectrum Disorder (ASD), in favor of building a more inclusive society that respects differences and human diversity. Although many of the instruments demonstrate high reliability, most studies rely on small samples and focus on specific contexts, such as parents and teachers, which limits the generalizability of the findings.

The translation and application of the Multidimensional Attitudes Scale (MAS) in Japan, for example, demonstrated the effectiveness of the tool but also revealed the influence of sociocultural factors on attitudes. Studies on interaction with individuals with ASD indicate that direct contact can improve attitudes and empathy, although there is significant variation in attitudes across different groups and contexts.

Finally, the research suggests the need to expand the sample size and diversity of studies, as well as implementing broader inclusive practices, in order to achieve a more comprehensive understanding of attitudes and to promote a more welcoming and inclusive environment for individuals with this condition.

CONCLUSIONS

In light of the results presented here, it can be stated that the following objectives of the study were achieved: (1) to describe the instruments and the individuals evaluated with regard to their attitudes toward Autism Spectrum Disorder; (2) to verify the reliability parameters of the instruments identified; and (3) to identify the attitudes people hold toward Autism Spectrum Disorder.

The main attitudes identified within the family context were: the attitude of family dependence; the attitude of excessive authority exercised by parents toward these children; the dependent relationship between the child and the mother; the mother's sense of self-sacrifice; and maternal dominance over the child with ASD.

It is noted that these attitudes may limit children's development and generate emotional dependence. However, it is important to emphasize that each family has its own dynamics and particularities, and these issues may be addressed in different ways. Dialogue and understanding among family members are essential for building healthy and balanced relationships.

In addition, siblings of children with ASD showed more positive attitudes toward their brother or sister with ASD during adolescence than in childhood, a fact that may be related to brain maturation occurring in adolescence.

In the school context, it was found that peers developed more positive cognitive and behavioral attitudes after a period of contact with individuals with autism, which implies that the process of interaction with a person diagnosed with ASD is associated with an increase in peers' positive attitudes. This finding underscores the importance of including individuals with this condition in social relationships.

Thus, based on the above, the relevance and importance of this study are evident in disseminating knowledge and encouraging reflection on the topic, as well as in guiding future research aimed at broadening the understanding of the factors that influence social perception and everyday interactions regarding individuals diagnosed with autism. At the social level, it contributes to fostering a more inclusive and empathetic culture, challenging prejudices and stereotypes that may marginalize individuals with this condition. Furthermore, it promotes more positive attitudes toward individuals with ASD, since an informed society can facilitate inclusion, reduce stigma, and foster a welcoming environment that respects differences.

Although the proposed objectives were achieved, this research is not without limitations, namely: the limited number of articles, small sample sizes, and restricted contextual scope. It is important to acknowledge these limitations, as they may affect the generalizability of the findings. This systematic review relied on a relatively small number of articles, which may not reflect the full range of perceptions and attitudes toward ASD across different contexts. Furthermore, many of the studies analyzed focused on specific samples, such as parents and educators, thereby limiting the diversity of perspectives collected. This restriction may result in a partial view of attitudes toward ASD, since different social groups may have distinct experiences, knowledge, and understandings.

For this reason, some limitations to be considered include the variation in the research instruments used in the reviewed studies. Although some instruments proved to be reliable, the lack of standardization may hinder

REFERÊNCIAS

1. Kurestein AL, Biazus FC, Pires CVS. A família como parte importante da equipe: do diagnóstico à intervenção precoce da criança com transtorno do espectro autista. In Rotta NT, Bridi-Filho CA, Bridi FRS. (orgs.) Plasticidade Cerebral e Aprendizagem: Abordagem multidisciplinar. Editora: Artmed. 2018.

2. Uhitbourne SK, Halgin RP. Transtorno do neurodesenvolvimento. Psicopatologia: perspectivas clínicas dos transtornos psicológicos (7° ed). Porto Alegre: Artmed; 2015.

3. Lacerda, L. Transtorno do Espectro Autista: uma brevíssima introdução. Curitiba: CRV. 2017

4. American Psychiatric Association. DSM-5: manual diagnóstico e estatístico de transtornos mentais Texto Revisado. (5° ed). Porto Alegre: Artmed. 2023.

5. Marteleto, MRF, Schoen-Ferreira, TH, Chiari, BM, Perissinoto, J. Problemas de comportamento em crianças com transtorno autista. Psicologia: Teoria e Pesquisa, 2011, 27, 5-12.

6. Mergl M, Azoni CAS. Tipo de ecolalia em crianças com Transtorno do Espectro Autista. Revista Cefac; 2015, 17, 2072-2080.

7. Carvalho, MCL. Práticas de socialização parental e comportamentos agressivos de crianças com transtorno do espectro autista. João Pessoa: Dissertação de Mestrado, Programa de pós graduação em Psicologia Social, Universidade Federal da Paraíba. 2023.

8. Torres CV, Neiva ER. Psicologia social: principais temas e vertentes. Artmed Editora; 2022.

9. Pimentel, CE. et al. (2023). Estratégias de Mensuração de atitudes em psicologia social. Torres, CV, Neiva, ER. (Org.). Psicologia social: principais temas e vertentes. Porto Alegre: Artmed.

10. Aubé, B, Follenfant, A, Goudeau, S, Derguy, C. Estigma público do transtorno do espectro do autismo na escola: atitudes implícitas são importantes. Jornal de Autismo e Distúrbios do Desenvolvimento. 2020. Doi:10.1007/s10803-020-04635-9.

11. Morrison KE, DeBrabander KM, Faso DJ, Sasson, NJ. Variability in first impressions of autistic adults made by neurotypical raters is driven more by characteristics of the rater than by characteristics of autistic adults. Autism, 2019, 23 (7), 1817–1829.

12. Galvão, TF, Pereira, MG. Revisões sistemáticas da literatura: passos para sua elaboração. Epidemiologia e Serviços de Saúde, 2014, 23, 183-184. Disponível em:http://scielo.iec.gov.br/scielo.php?script=sci_arttext&pid=S1679-49742014000100018. Acesso em: abril de 2022.

13. Sampaio RF, Mancini MC. Estudos de revisão sistemática: um guia para síntese criteriosa da evidência científica. Brazilian Journal of Physical Therapy; 2007, 11, 83-89. Disponível em: https://www.scielo.br/j/rbfis/a/79nG9Vk3syHhnSgY7VsB6jG/?format=pdf&lang=pt. Acesso em: abril de 2022.

14. Moher D. et al. Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015 statement. Systematic reviews, 2015, 4, 1-9. Doi: 10.1186/2046-4053-4-1.

15. Hutz, CS, Bandeira, DR, Trentini, CM. Psicometria. Porto Alegre, RS: Artmed. 2015.

16. Lopes, AT, Almeida, GA. Perfil de indivíduos com Transtorno de Espectro Autista (TEA) no Brasil. Maringá: Trabalho de Conclusão de Curso, Curso de Graduação em Medicina, Universidade Cesumar. 2020. Disponível em: https://rdu.unicesumar.edu.br/handle/123456789/7573. Acesso em abril de 2022.

17. Tsujita M, Ban M, Kumagaya S. The Japanese Multidimensional Attitudes Scale Toward Persons With Autism Spectrum Disorders. Japanese Psychological Research; 2020. https://doi.org/10.1111/jpr.12298.

18. Mavropoulou, S, Sideridis, GD. Knowledge of Autism and Attitudes of Children Towards Their Partially Integrated Peers with Autism Spectrum Disorders. Journal of autism and developmental disorder, 2014, 44, 1867-1885.

19. Campbell, JM, Ferguson, JE, Herzinger, CV, Jackson, JN, Marino, CA. Informações descritivas e explicativas combinadas melhoram a percepção dos colegas sobre o autismo. Research in Developmental Disabilities, 2004, 25(4), 321–339. doi:10.1016/j.ridd.2004.01.005.

20. Merwe CV, Bornman J, Donohue D, Harty M. The attitudes of typically developing adolescents towards their sibling with autism spectrum disorder. South African Journal of Communication Disorders, 2017, 64 (1), 1-7.

21. Marshall, J, Sheller, B, Mancl, L, Williams, BJ. Parental attitudes regarding behavior guidance of dental patients with autism. Pediatric dentistry, 2008, 30(5), 400–407.

22. Papalia DE, Martorell G. Desenvolvimento humano (14ª). Porto Alegre: Artmed, 2022.

23 Stukan L, Pshuk N, Kaminska A. Predictors of Parental Attitude Formation In Mothers of Children With Autistic Disorders. Norwegian Journal of Development of the International Science; 2021, 59 (1), 24-27. doi: 10.24412/3453-9875-2021-59-1-24-27

24. Lacruz-Pérez, I, Pastor-Cerezuela, G, Tárraga-Mínguez, R, Lüke, T. Implicit and explicit measurement of pre-service teachers' attitudes toward autism spectrum disorder. European Journal of Special Needs Education, 2023, 1–18. https://doi.org/10.1080/08856257.2023.2185858.

25. Farias, KT, Teixeira, MCTV, Carreiro, LRR, Amoroso, V, de Paula, CS. Atitudes e práticas pedagógicas de inclusão para o aluno com autismo. Revista Educação Especial,2018, 31(61), 353-370.