

PROYECTO KEAMA - UNIVERSIDAD DE VALLADOLID

2º WORKSHOP KEAMA: MORAL COGNITION AND COMMUNICATION IN AUTISM

**MORAL REASONING IN
AUTISTIC PEOPLE:
FROM PAPER TO REALITY**

Irene Garcia Molina



CERTAIN ASPECTS WITH A SENSE OF ANTICIPATION

- **The importance to know how individuals interpret others' minds**
 - *how we understand, judge and ask for help*
- **Four main studies regarding morality where the participants are children:**
 - *Differences between autistic / non-autistic groups*
 - *Differences between accidental and deliberate actions*
- **Personal stories and experiences of autistic adults related to morality**

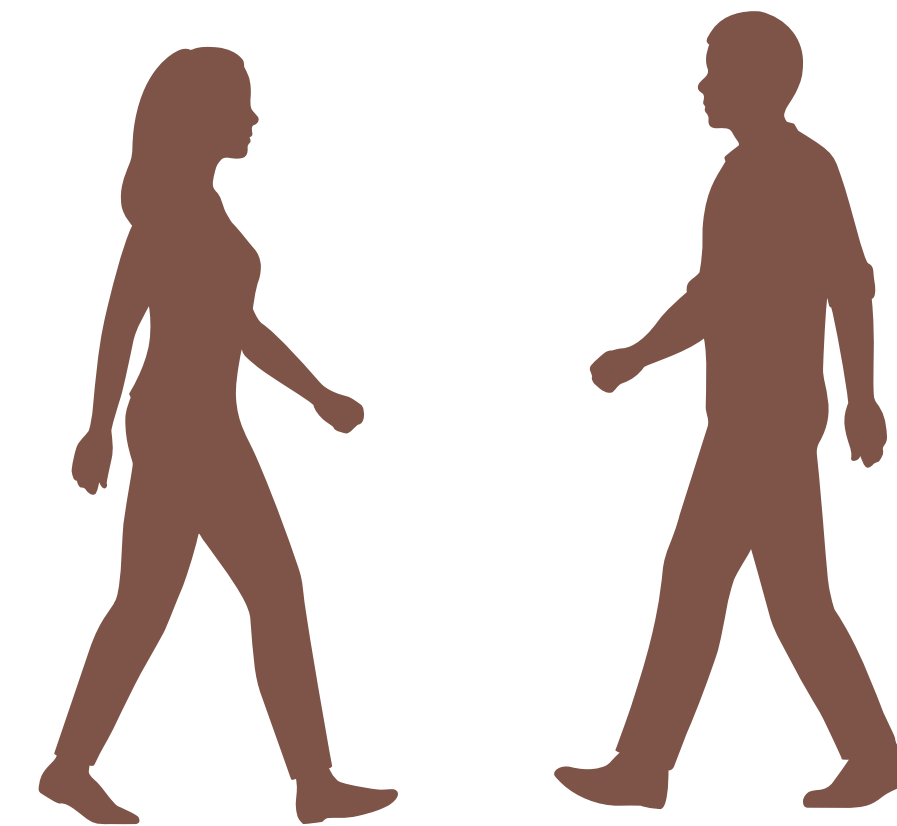
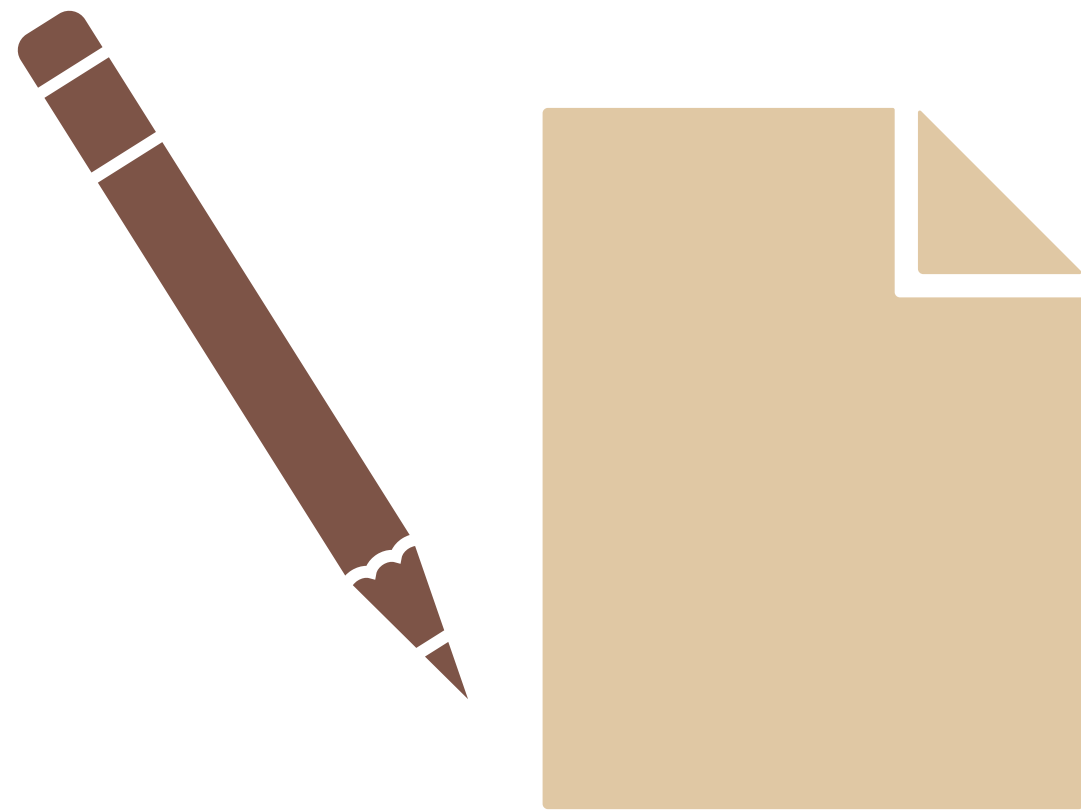
**BEFORE WE PROCEED, I WOULD LIKE TO SHARE
SOME THOUGHTS**

IMPORTANTLY, IT IS ESSENTIAL FOR THE RESEARCH TO ENCOMPASS THE ENTIRE SPECTRUM OF AGES, RANGING FROM AUTISTIC CHILDREN TO AUTISTIC ADULTS



Autistic adults
can share their
experience and
guide the research

**LABORATORY TASKS (QUANTITATIVE RESULTS) ARE IMPORTANT.
IT IS EQUALLY CRUCIAL TO ENGAGE WITH AUTISTIC INDIVIDUALS AND
INQUIRE ABOUT THEIR PROBLEMS (QUALITATIVE STUDIES)**



involving the perspectives and preferences of autistic individuals in research is crucial for creating meaningful and relevant studies.

WE SHOULD BE AWARE ABOUT THE DOUBLE EMPATHY THEORY

The term "double empathy" reflects the idea that there are reciprocal challenges and misinterpretations in understanding each other's perspectives.

Milton (2012)



**AUTISTIC INDIVIDUALS HAVE DIFFICULTY IN
ATTRIBUTING ANOTHER PERSON'S MENTAL
STATE - AND ALSO TO ACT ACCORDING TO IT**

DESIRES, BELIEFS, INTENTIONS, EMOTIONS ...



THEORY OF MIND



**BUT ALSO NEUROTYPICAL INDIVIDUALS
HAVE DIFFICULTY IN UNDERSTANDING
AN AUTISTIC PERSON'S PERSPECTIVE**

DESIRES, BELIEFS, INTENTIONS, EMOTIONS, SENSORY REACTIONS ...



DOUBLE EMPATHY

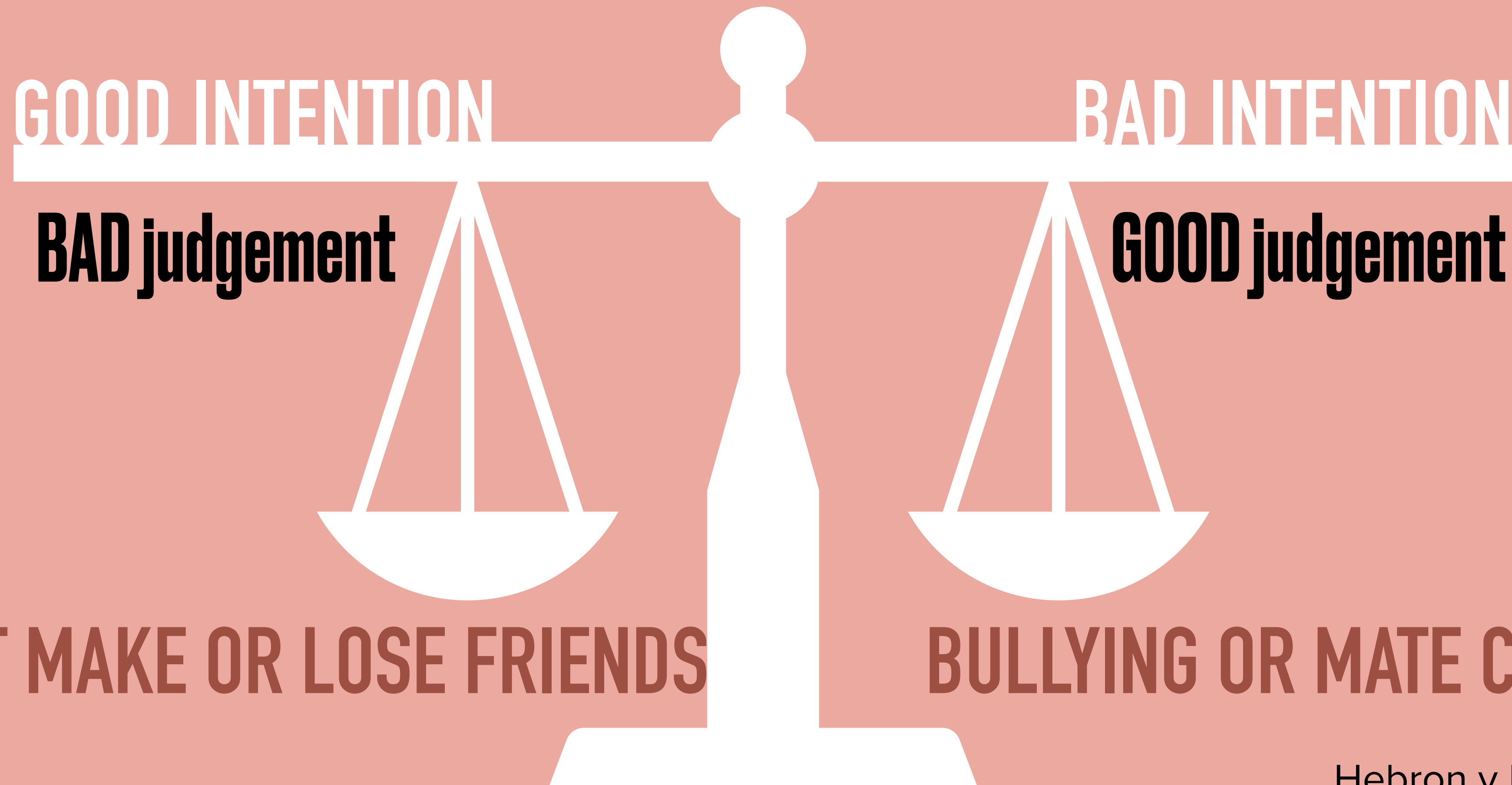


AS A RESEARCHERS IN PHILOSOPHY, PSYCHOLOGY, EDUCATION...

**PROMOTE A MORE INCLUSIVE AND UNDERSTANDING APPROACH TO NEURODIVERSITY
WE NEED A MORE EMPATHETIC AND INCLUSIVE SOCIETY**

MISINTERPRETATIONS CAN AFFECT THE SOCIAL INTERACTION

if...



DO NOT MAKE OR LOSE FRIENDS

BULLYING OR MATE CRIME **94%**

Little (2002)

Hebron y Humphrey (2014)

AND THIS WORSENS IF...

we have problems...

MORAL COGNITION

UNDERSTAND AND JUDGE

IS S/HE A BAD PERSON?
IS S/HE GUILTY?
DO I WANT A RELATION WITH THIS PERSON?
DOES S/HE A GOOD FRIEND?



**BUT ALSO COMMUNICATE
AND ASK FOR HELP**

COMMUNICATION

how ableist people around are...

**THUS, I HAVE SOME PERSONAL INQUIRIES OR REFLECTIONS
RELATED TO THIS**

**HOW IMPORTANT IS TO MAKE MORAL JUDGMENTS
IN OUR DAILY LIFE?**

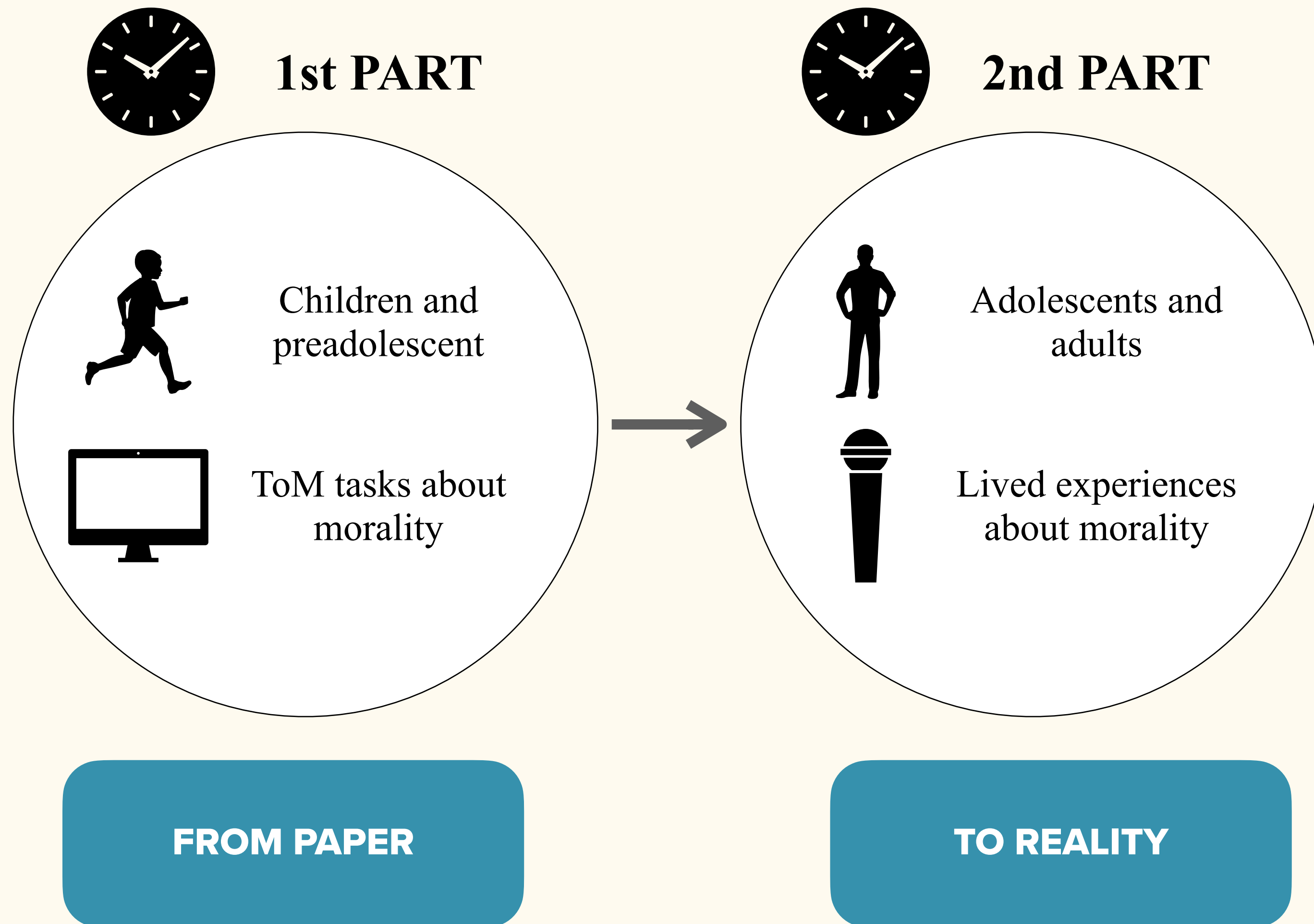
**HOW CAN AFFECT US IF WE DO NOT UNDERSTAND
THE OTHERS' INTENTION?**

**HOW CAN ASK FOR HELP IF WE DO NOT KNOW
EXACTLY WHY THE OTHERS WERE SO MEAN WITH
US? OR... WERE THEY EVIL? ARE YOU SURE?**

LOOP

SO, SHALL WE START?

THIS KEYNOTE IS DIVIDED INTO 2 PARTS:



1 Various unacceptable situations have been designed that combine different factors on morality. Children are encouraged to respond dichotomous or verbal way about them.

2 The experiences and moral situations of autistic adolescents and adults are investigated based on their explanations.

PART I

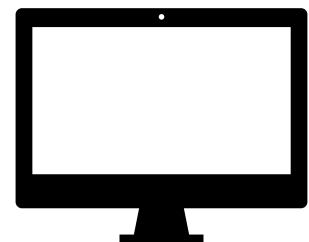
FIRST PART



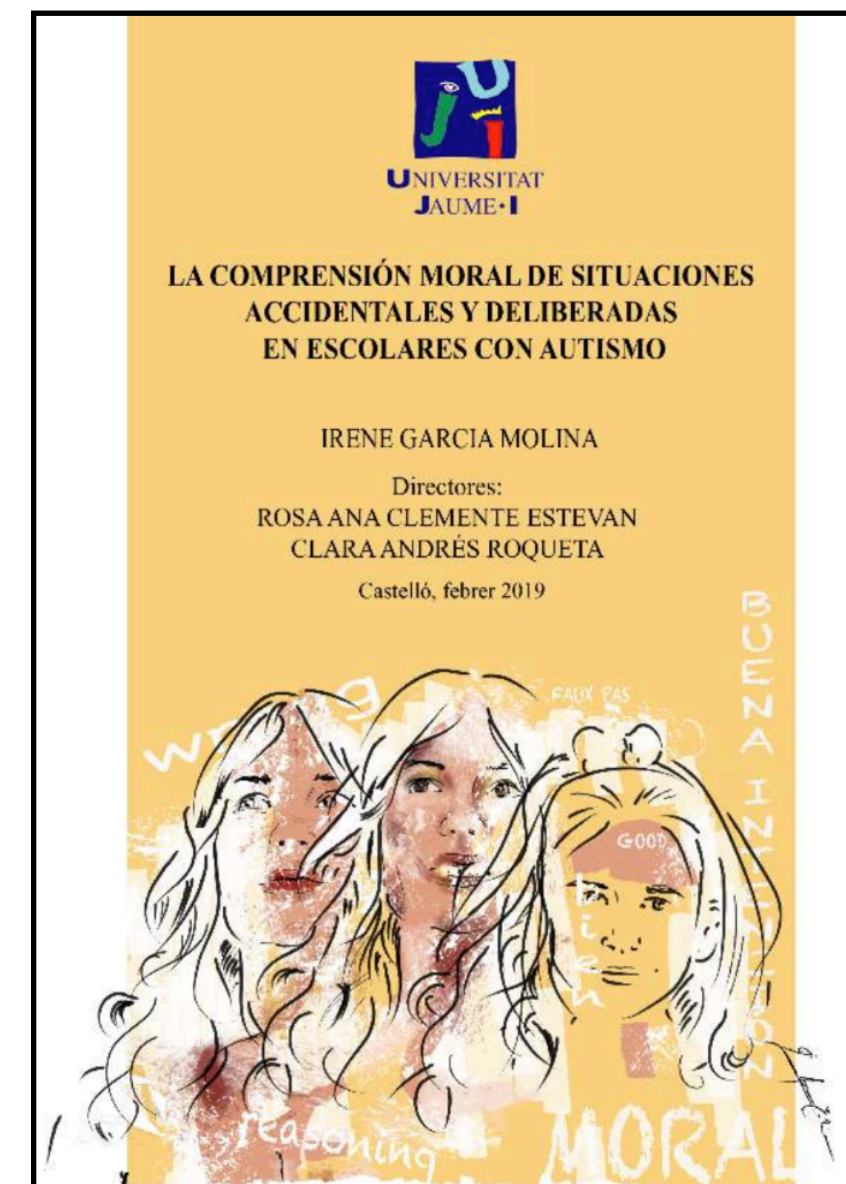
1st PART



Children and
preadolescent



ToM tasks about
morality



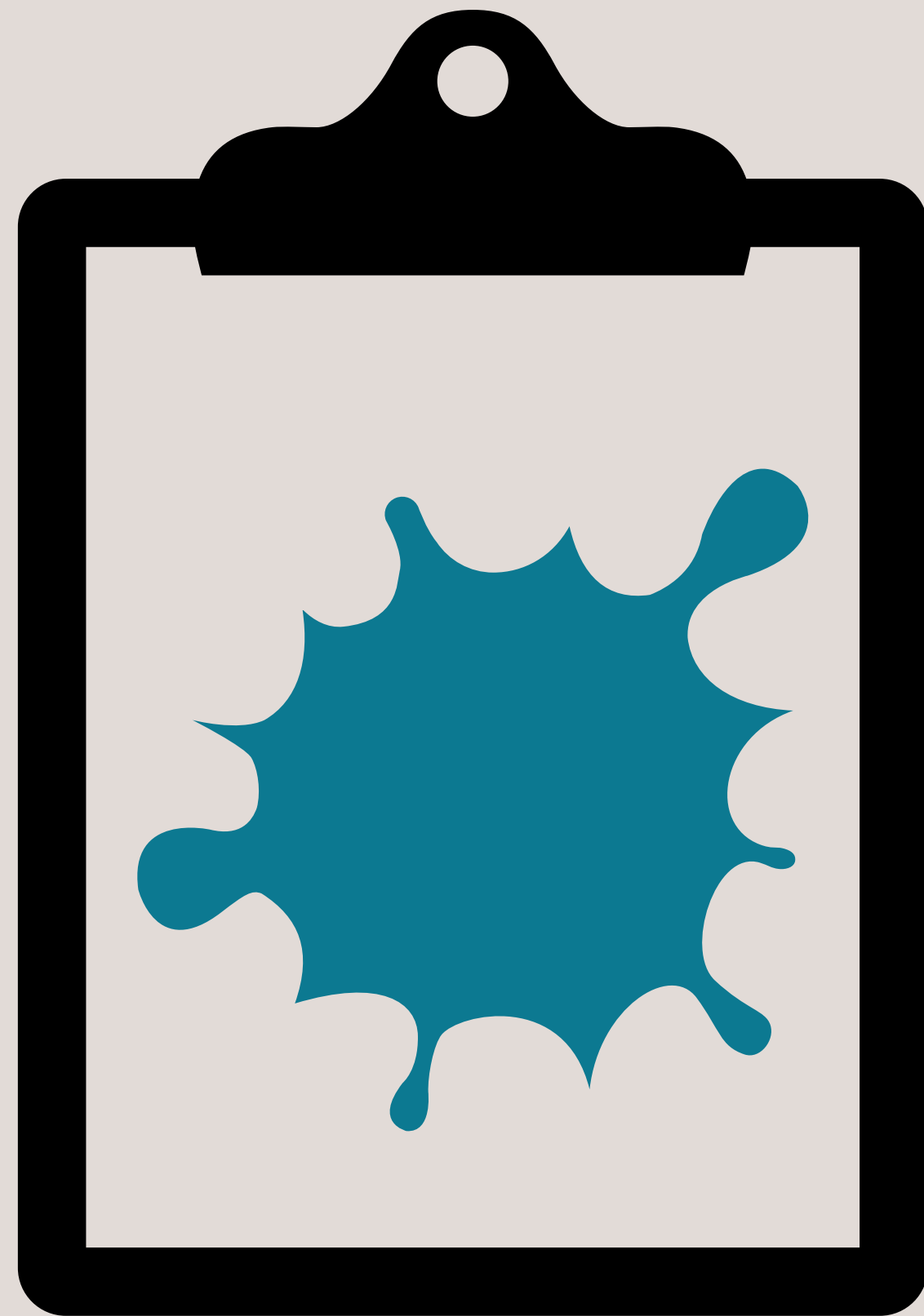
**BASED ON THE
THESIS**

IT IS NECESSARY TO RESEARCH...

How do autistic children process information?
What is the reason for the social difficulties they usually encounter? and
How can professionals improve their quality of life?

**WHAT I WANTED WITH THIS THESIS WAS TO RECOGNISE
WHEN AUTISTIC CHILDREN HAVE DIFFICULTY - BUT ALSO
THE BEST WAY TO UNDERSTAND MORAL SITUATIONS,
SO, WE (PROFESSIONALS) CAN MAKE A GOOD
INTERVENTION**

the studies were based on
the idea of Piaget (1932) ...



young children judged it worse to accidentally spill a large pool of ink on an important documents, than to deliberately make a pinpoint ink stain in these documents – older children make the reverse judgment



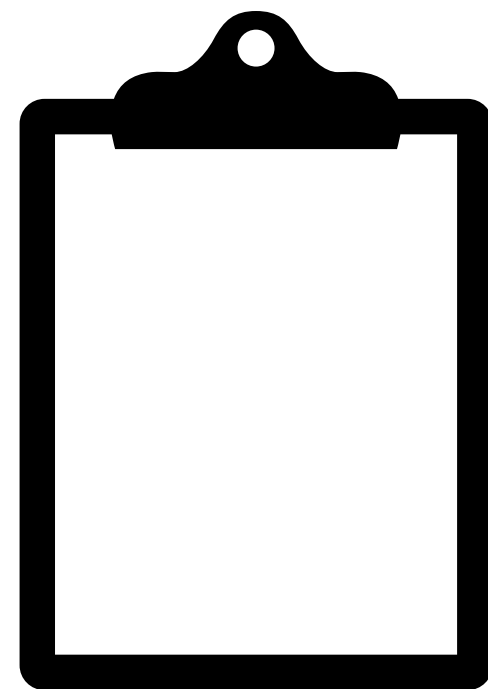
Understanding the INTENTION is a key aspect to be able to judge someone

4 MAIN STUDIES

AIMS OF PART I



AUTISTIC AND
NT CHILDREN



DELIBERATE AND
ACCIDENTAL
SITUATIONS

Aim 1: Analyse the differences between groups (autistic – NT) in unacceptable deliberate and accidental situations **S1, S2 & S3**

Aim 2: Recognise whether certain factors can affect the understanding of moral situations (e.g., *faux pas*) **S2 & S3**

Aim 3: Analyse in detail the differences in accidental and deliberate moral stories to learn how to adapt them – so that they are better understood by the autistic individuals **S4**

METHOD - PART I

PARTICIPANTS



70
38 ASD L1

- ADOS
- ADI-R
- IQ (>80)
- Spanish-speaking
- Mainstream schools
- 7 – 12 years old
- no co-occurring disab.

MEASURES

- ADOS
- ADI-R
- WISC

TOM TASKS

7 DELIBERATE SITUATIONS
10 ACCIDENTAL SITUATIONS

INTENTION OUTCOME

INTENTION OUTCOME

DIFFERENT MODALITIES OF PRESENTATION: VISUAL, VERBAL, MIXED

image

text

responses



QUESTIONS / ANSWERS: DICHOTOMIQUE OR VERBAL

1. Faux pas detection: In the story, did someone say something they should not have said? (*Yes/No*)
2. Identification of the character: If so, who? (*A/B/Nobody*)
3. Emotion elicited: How must *B* have felt? (*Good/Happy; Bad/Sad*)
4. Character's intention: Do you think *A* meant to make *B* feel that way? (*Yes/No*)
5. Character's morality: Is *A* a good or bad person? (*Good/Bad*)
6. Morality of the action: Was what *A* did right, or wrong? (*Right/Wrong*)
7. Awareness or ignorance: Do you think *A* knew (information *A* does not have/is ignorant of)? (*Yes/No*)

SOME EXAMPLES OF TOM STORIES



ILLUSTRATIONS (VIGNETTES) / AUDIOS

STRUCTURE: DESIRE/BELIEFS - INTENTION - OUTCOME



MORAL TRANSGRESSIONS

INTENTION

OUTCOME

FAUX PAS

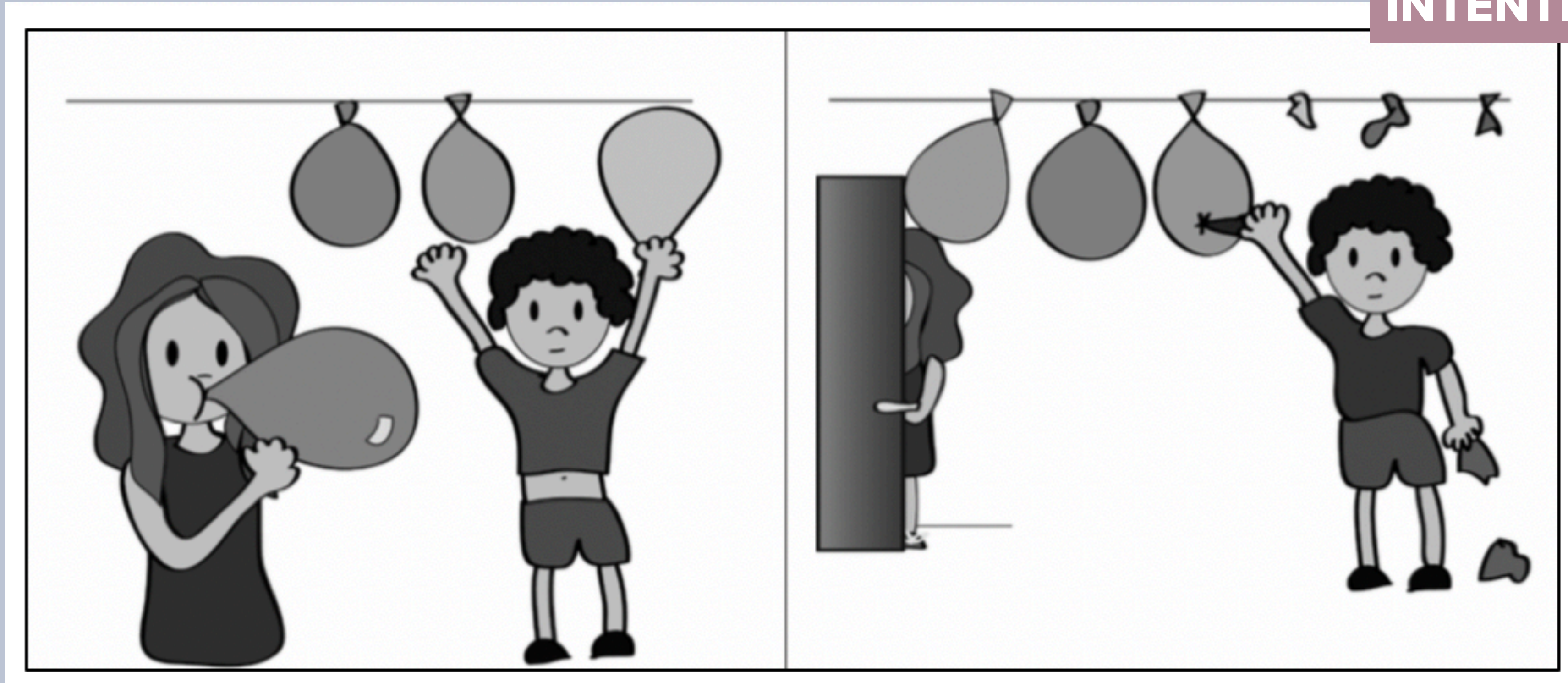
INTENTION

OUTCOME

EXAMPLE MORAL TRANSGRESSION STORY (MIXED)

INTENTION

OUTCOME



"Balloons". It's Lola and Adrián's birthday, but the whole class has decided to go to Lola's birthday, and Adrián decides to have his party another day. Adrián arrives first at Lola's house, and Lola asks him for help to hang the balloons. When the task is done, Lola goes for the cake, and Adrián takes a needle and explodes all the balloons.

EXAMPLE OF FAUX PAS STORY (MIXED)

INTENTION

OUTCOME



“**The plane**”. Ismael bought Judit a toy airplane for her birthday. A few months later, they were playing together with that same plane, and Ismael accidentally dropped it. Judit said to him: «Do not worry, Ismael. I never liked it anyway. Somebody gave it to me for my birthday».

STUDIES

some highlights



THE IMPORTANCE OF REASONING...

S1

DETAILING THE UNDERSTANDING OF MORAL JUDGEMENTS IN AUTISM. A STUDY WITH SPANISH-SPEAKING CHILDREN

Cognitive Development 52 (2019) 100815



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Detailing the understanding of moral judgements in autism. A study with Spanish-speaking children



Irene Garcia-Molina*, Rosa-Ana Clemente-Estevan, Clara Andrés-Roqueta

Universitat Jaume I, Departamento de Psicología Evolutiva, Educativa, Social y Metodología, Avenida de Vicent Sos Baynat, s/n, 12071 Castellón de la Plana, Castellón, Spain

ARTICLE INFO

Keywords:

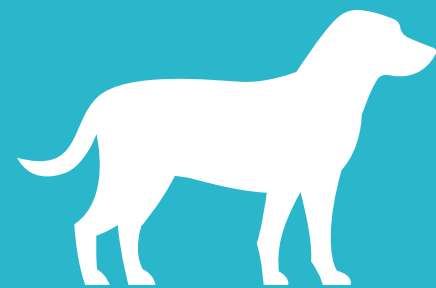
Moral judgements
Theory of mind
Morality
Intention
Autism

ABSTRACT

This study compared the theory of mind features of moral judgements in 60 children with and without Autism Spectrum Disorder (ASD), using a novel verbal moral judgement task. The task focused on three different scenarios which were morally unacceptable. Five measures were assessed with forced-choice responses, whilst the other two were categorised according to the quality of the response (categories: (i) related to mental states; (ii) descriptions; (iii) literal re-iterations; (iv) inappropriate). No significant differences regarding the forced-choice answers were found between the groups. Justifications were classified mostly in category (ii) description by the ASD group, whereas the justifications of children with typical development referred to the use of mental-state words and descriptions for explanations. Implications of ToM in moral reasoning for children with ASD are discussed.

THE IMPORTANCE OF VERBALIZING THE ANSWERS

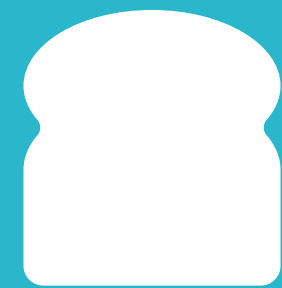
The responses given by 60 school children with and without autism to morally unacceptable situations (lying and blaming a dog, breaking something of value, doing something without permission) were analysed.



lying and blaming
a dog



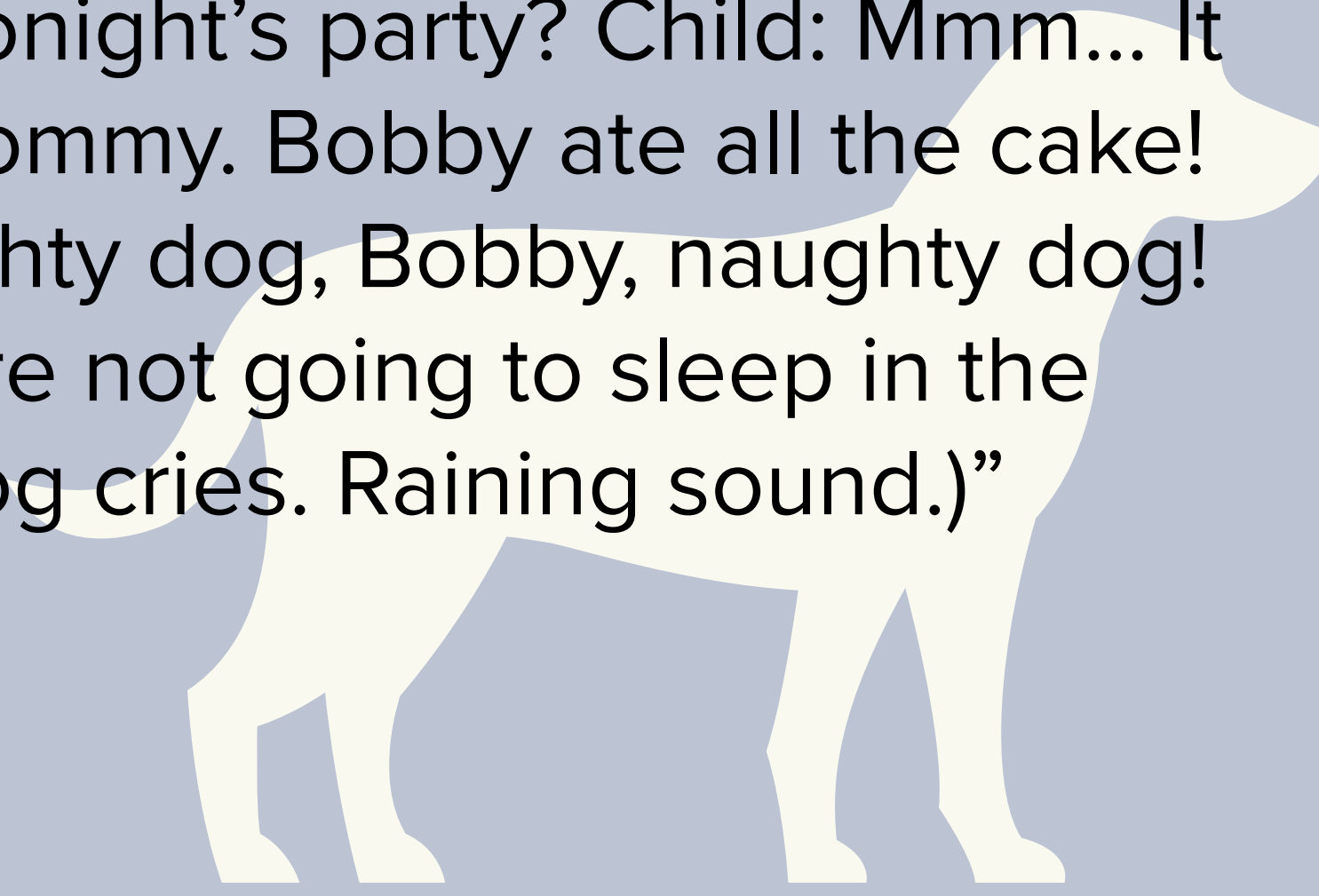
to break something
(of value)



do something
without permission

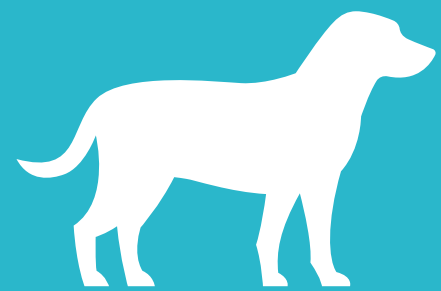
lying and blaming a dog

Dog story. “Child: Well, Bobby, we are going to go to the park, but before, let me eat a little bit of this fabulous chocolate cake! (The dog barks. Door opening sound). Mommy: Gee! Who ate the whole cake that I prepared for tonight’s party? Child: Mmm... It was Bobby, mommy. Bobby ate all the cake! Mommy: Naughty dog, Bobby, naughty dog! Tonight, you are not going to sleep in the house! (The dog cries. Raining sound.)”



THE IMPORTANCE OF VERBALIZING THE ANSWERS

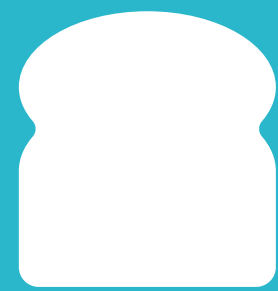
The responses given by 60 school children with and without autism to morally unacceptable situations (lying and blaming a dog, breaking something of value, doing something without permission) were analysed.



lying and blaming
a dog



to break something
(of value)



do something
without permission

**DICHOTOMOUS ANSWERS (YES/NO):
AUTISTIC CHILDREN ANSWERED AS WELL
AS THE NT GROUP**

**ASC VERBAL RESPONSES
WERE POORER AND REITERATIVE**

**ASC: RESPONDED BETTER TO INTENTION
THAN TO MORALITY**

**IT IS NOT SO DIFFICULT TO KNOW IF
SOMEONE HAS DONE IT WILLINGLY OR
NOT, THE DIFFICULTY IS TO JUDGE
ACCORDING TO THE INTENTION**

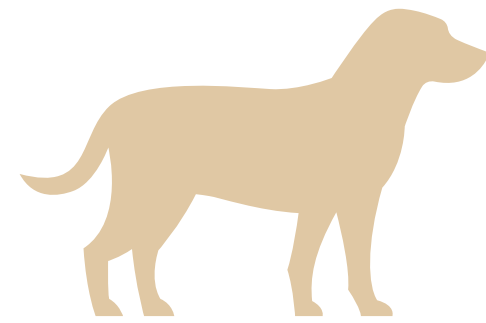
EXAMPLES OF RESPONSES

lying and blaming a dog

action-morality: 'Why was what [the perpetrator] did wrong?'

Table 3

Morality categorisation and real examples of justifications.

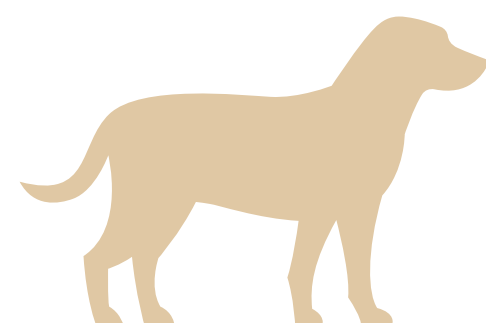


Category	Dog story	Car story	Sandwich story
i) mental states	She blamed her dog without regrets and she lied her mother. She made the dog feel very sad.	He broke the glass of her friend's car and now she will be angry and she will need to pay for it.	He ate completely the sandwich of his friend without permission when she was not there and then she was upset.
ii) description	She lied.	He broke the glass.	Fred stole the food.
iii) literal	Mmm... let me take a bite of the cake...	"Oliver, what did you do?!"	She said: "You've eaten everything".
iv) inappropriate	Dogs used to eat everything.	He likes it.	It's OK because now she has more time for playing.

intention: 'Why did the character do this? What was his/her intention?'

Table 4

Intention categorisation and real examples of justifications.



Category	Dog story	Car story	Sandwich story
i) mental states	She doesn't want that her mother quarrels her nor punish her.	He tried to help her quickly, but the solution was worst. They should have called the police number.	Because he was very very hungry and he does not matter anything else.
ii) description	She loves this cake.	She wanted the keys.	He loved her sandwich and she went for water.
iii) literal	"She did something that she should not have done" (as the first question).	She said "what could I do?"	He said: "This sandwich looks so good!".
iv) inappropriate	She did.	For hearing the alarm.	He didn't realise.

S2.

THE UNDERSTANDING OF FAUX PAS IN AUTISTIC SCHOOLCHILDREN. ITS RELATIONSHIP WITH COGNITIVE AND THEORY OF MIND VARIABLES

DOI: <https://doi.org/10.11144/javeriana.upsy19.cmpe>

La comprensión de las meteduras de pata en escolares con autismo. Su relación con variables cognitivas y de teoría de la mente*

The Understanding of Faux Pas in Autistic Schoolchildren: Its Relationship with Cognitive and Theory of Mind Variables

Recibido: 21 Diciembre 2017 | Aceptado: 13 Diciembre 2019

IRENE GARCÍA-MOLINA^a

Universitat Jaume I, España

ORCID: <https://orcid.org/0000-0002-5150-9371>

ROSA-ANA CLEMENTE ESTEVAN

Universitat Jaume I, España

ORCID: <https://orcid.org/0000-0002-6542-6577>

RESUMEN

El presente estudio tiene una doble finalidad. La primera es analizar dos de las variables implicadas en la comprensión de las meteduras de pata (MP) en el autismo (Cociente Intelectual; CI, y la Falsa Creencia; FC). La segunda, examinar en detalle las dificultades encontradas en la tarea de MP, dividida la población con autismo en dos grupos según su CI (Grupo 1 = rango CI 100-120, Grupo 2 = rango CI 70-85). De dicha tarea de MP, se adaptaron cuatro historias (viñetas y narración) de Baron-Cohen, O'Riordan, Stone, Jones y Plaisted (1999), y se administraron a los dos grupos de niños y pre-adolescente con autismo ($N = 34$) de entre 7 y 12 años ($M = 9.6$, $DE = 1.55$), que las resolvieron a partir de respuestas de elección dicotómica y de explicación verbal. Los resultados demuestran la capacidad predictiva del CI total ($r = 0.53$; $p < 0.001$; $R^2 = 0.28$) y de la FC ($r = 0.51$; $p < 0.001$; $R^2 = 0.26$). El 40% de la variabilidad de la tarea de MP se vio explicada por las variables predictores FC y Vocabulario. Además, se encontraron diferencias significativas entre grupos (el Grupo 1 respondió mejor que el Grupo 2) tanto en respuestas de elección forzada *personaje* (ii) e *ignorancia* (vii) y la suma total como en su explicación verbal. Estos resultados se discuten más detalladamente debido a su posible repercusión en la vida diaria de las personas con autismo.

Palabras clave

metedura de pata; teoría de la mente; autismo; falsa creencia; inteligencia.

ABSTRACT

The present study has a double purpose. The first is to analyse two of the variables involved in the understanding of the faux pas in autism (Intelligence Quotient – IQ – and False Belief – FB). The second is to examine in detail the difficulties encountered in the Faux Pas test, when autistic individuals were divided into two groups according to their IQ (Group 1 = IQ range 100 – 120, Group 2 = IQ range 70 – 85). Four stories from the Faux Pas test (Baron-Cohen, O'Riordan, Stone, Jones, & Plaisted, 1999) were adapted (vignettes and narration in Spanish), and two groups of autistic children ($N = 34$) between 7 and 12 years of age

^a Autor de correspondencia. Correo electrónico: imolina@uji.es

Para citar este artículo: García-Molina, I., & Clemente-Estevan, R. A. (2020). La comprensión de las meteduras de pata en escolares con autismo. Su relación con variables cognitivas y de teoría de la mente. *Universitas Psychologica*, 19, 1-16. <https://doi.org/10.11144/javeriana.upsy19.cmpe>

FAUX PAS UNDERSTANDING/REASONING WAS ANALYSED

FAUX PAS



Agnes' uncle, Tomas, was coming to visit and Agnes made an apple pie especially for him. After dinner, she said, "I made a pie just for you. It's in the kitchen."

"Mmmm," replied Tomas, "It smells great! I love pies, except for apple, of course."

when reasoning...

MOST OF THE AUTISTIC CHILDREN GAVE INAPPROPRIATE EXPLANATIONS BECAUSE FOR UNDERSTANDING A FAUX PAS, ONE NEEDS TO:

- 1) RECOGNISE THE AWKWARD SENTENCE**
- 2) ATTRIBUTE NON-INTENTION TO THE COMMENT**
- 3) RECOGNISE THE EMOTION**

Why do you think Agnes say something they should not have said?

some responses:

"because Agnès should know what is her uncle's favourite pie"

"because she was mean, she did it on purpose"

"she put apple in the pie on purpose"

THE IMPORTANCE OF HOW TO PRESENT SOCIAL SITUATIONS...

S3.

AUTISM AND FAUX PAS. INFLUENCES OF PRESENTATION MODALITY AND WORKING MEMORY



[The Spanish Journal of Psychology](#)

Article contents

- [Abstract](#)
- [Method](#)
- [Results](#)
- [Discussion](#)
- [Footnotes](#)
- [References](#)

Autism and Faux Pas. Influences of Presentation Modality and Working Memory

Published online by Cambridge University Press: 01 April 2019

[Irene Garcia-Molina](#) and [Rosa Ana Clemente-Estevan](#)

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Abstract

People diagnosed with an autism spectrum disorder (ASD) often have difficulties on Theory of Mind (ToM) tasks involving social situations, such as 'faux pas'. The objective of this study was to find the modality of presentation (visual, verbal, or mixed) that yields the best understanding of a 'faux pas', and the possible influence of other variables, including intelligence (IQ), age, and working memory. Thirty autistic children and 30 neurotypical children, all aged 7 to 12 years old and comparable in age and IQ, participated in this study. They were asked to resolve nine 'faux pas' stories (three per modality). Significant between-groups differences were found in the visual ($t = 2.99, p = .004$) and verbal modalities ($t = 2.64, p = .011$), such that the neurotypical (NT) group had higher scores than the ASD group. The ASD group's comprehension was better via the mixed modality than the verbal modality ($t = 2.48, p = .019$). In addition, working memory had a bigger impact on Faux Pas understanding in cases of autism than in typical development (R^2 explained between .19 and .28 of variance in Faux Pas test outcomes), and could therefore explain some of the difficulties previously reported in this area. Future research should include a measure of working memory and a control among the stimuli presented to test for group differences in faux pas understanding.

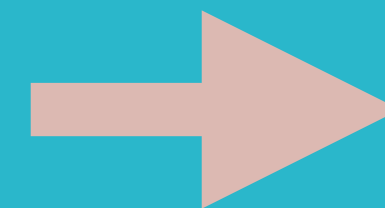
THE IMPORTANCE OF ALL THE STIMULI AT ONCE: VISUAL AND VERBAL ELEMENTS

3 MODALITIES OF PRESENTATION

THE BEST PRESENTATION



+ TEXT



**VISUAL HELP: WHAT HAPPENED IN
THE STORY**

**FREE AVAILABILITY OF ALL THE STIMULI:
TASK-RELEVANT INFORMATION AT THE
SAME TIME**

**ASC: THE COMPLEXITY OF VERBAL STIMULI AFFECTS THEIR
INFORMATION PROCESSING**

*“as if it was a
telephone conversation”*



**LEVEL OF
ABSTRACTION**

THE IMPORTANCE OF THE INTENTION...

S4. INVESTIGATING MORAL JUDGEMENTS IN AUTISTIC CHILDREN: INTEGRATING THE OBSERVER'S AND THE SPEAKER'S MIND

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Articles

Investigating moral judgements in autistic children: integrating the observer's and the speaker's mind

Irene Garcia-Molina , Rosa-Ana Clemente-Estevan & Clara Andrés-Roqueta
Pages 87-101 | Received 21 Apr 2020, Accepted 20 Nov 2020, Published online: 07 Dec 2020

 Download citation  <https://doi.org/10.1080/20445911.2020.1856120>  Check for updates

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ABSTRACT

This study investigates the moral judgements that autistic children make in everyday situations. Moral Transgressions (MT) and *Faux Pas* (FP) stories were compared, in which stories the agent's morality and intention varied (MT: bad, FP: good), and were divided by the mediator (personal / material). Thirty autistic and 32 neurotypical children answered forced-choice questions. The two groups did not differ significantly when responding to either the MT or the FP questions. In between-group comparisons, the autistic group found difficulties in understanding the MT stories when the action directly affected another person (personal

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2 DIFFERENT STORIES

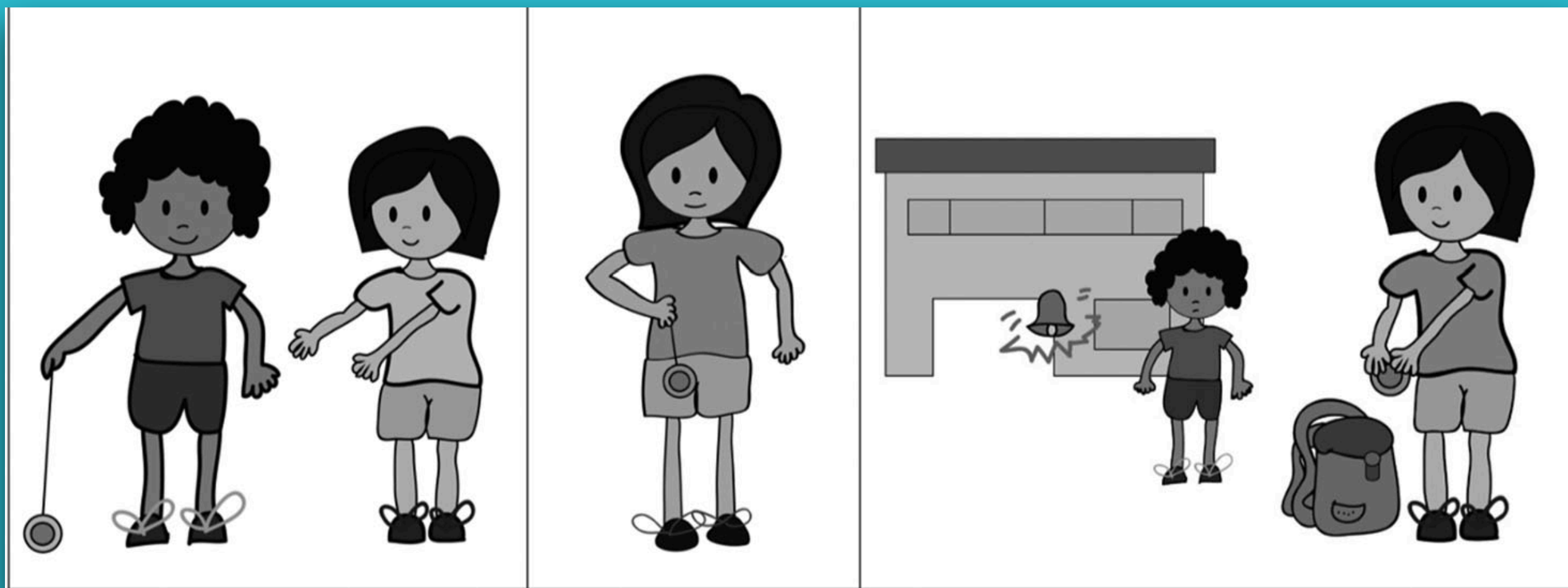
FAUX PAS

TRANSGRESSIONS

and... each story was classified according to whether the victim would be (emotionally) hurt:

THROUGH DAMAGING PROPERTY

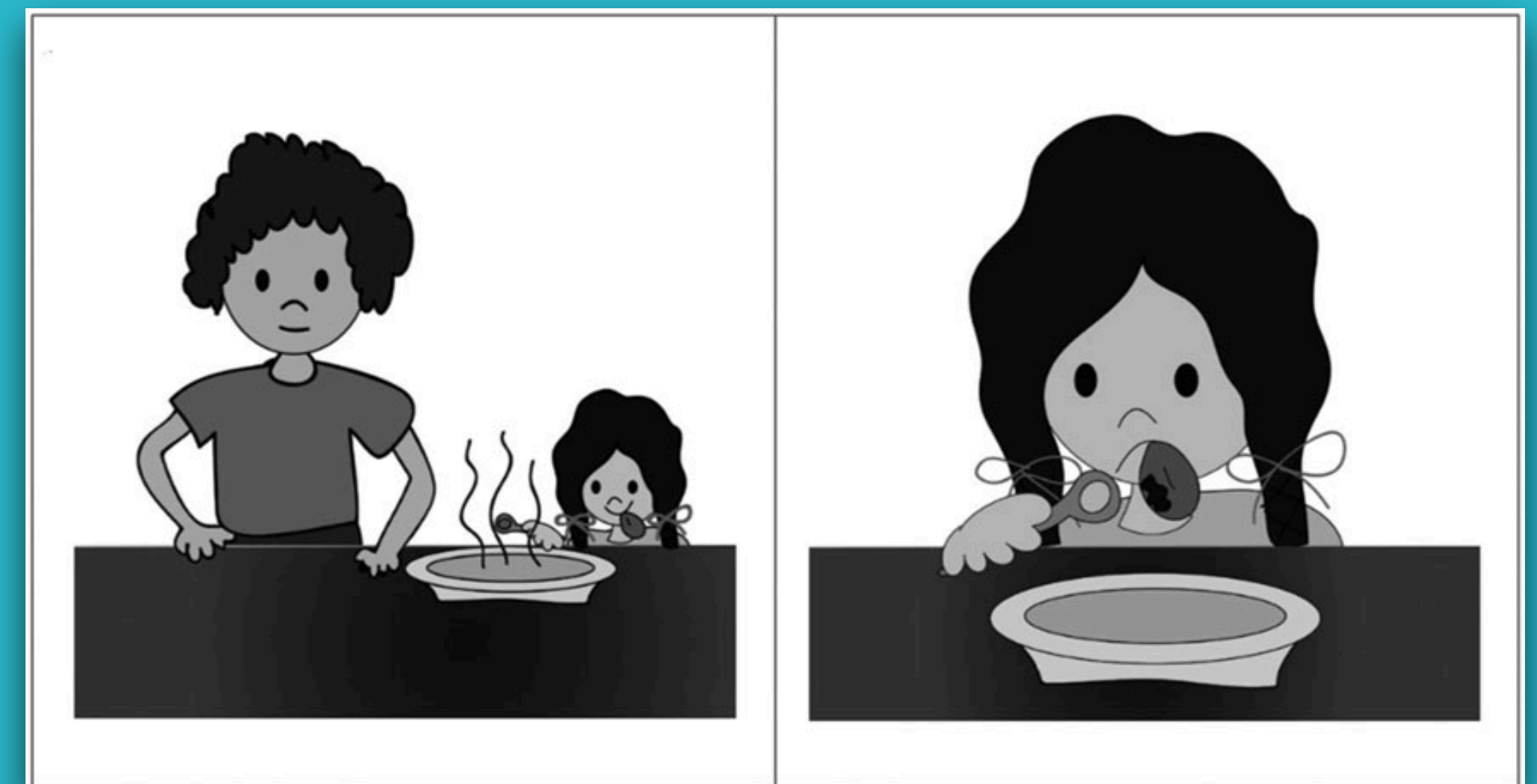
'I want this, just because': first-order ToM



having the desire to obtain an object
belonging to someone else and to steal the object

DIRECTLY TO A PERSON

'I want to hurt this persons because of...': second-order ToM



having the desire to take revenge on a person

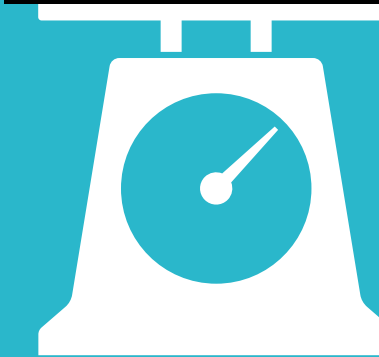
DIFFERENCES IN MORAL REASONING IN TRANSGRESSIONS AND FAUX PAS



**SITUATIONS WHERE
THE INTENTION IS
GOOD BUT THE
OUTCOME IS BAD**

FAUX PAS

**ALTHOUGH AUTISTIC CHILDREN UNDERSTOOD THE
INTENTION IN FAUX PAS, THEY 'OVER BLAME' THE
AGENT (HE IS BAD, HE IS GUILTY) BECAUSE THEY GIVE
IMPORTANCE TO THE **OUTCOME****



ASC: DIFFICULTY WHEN THE ACTION FALLS ON THE PERSON DIRECTLY

+ COMPLEX / + PAINFUL

action falls on the person

action falls on the object



*understanding mental states of 2 characters:
'transgressor' and 'victim'*

*'reversibility' = objects can be replaced,
but hurting someone cannot be undone*

RESULTS AND NEEDS - PART I

Aim 1: Analyse the differences between groups (autistic – NT) in unacceptable deliberate and accidental situations

Aim 2: Recognise whether certain factors can affect the understanding of moral situations (e.g., *faux pas*)

Aim 3: Analyse in detail the differences in accidental and deliberate moral stories to learn how to adapt them – so that they are better understood by the autistic individuals

Tasks of ToM

- no ambiguous
(*bad intention / bad outcome*)

- ambiguous
(*good intention / bad outcome*)

- when verbal response

The autistic group responded better when in the story had all the information at once; and also for the mixed modality (visual and verbal stimuli)

The autistic group responded appropriately when the stories have no ambiguous valences: bad intention / bad outcome

Subtle difficulties were detected in the autistic group when the stories have ambiguous valences: good intention / bad outcome

Problems were detected when the autistic group expressed their responses verbally

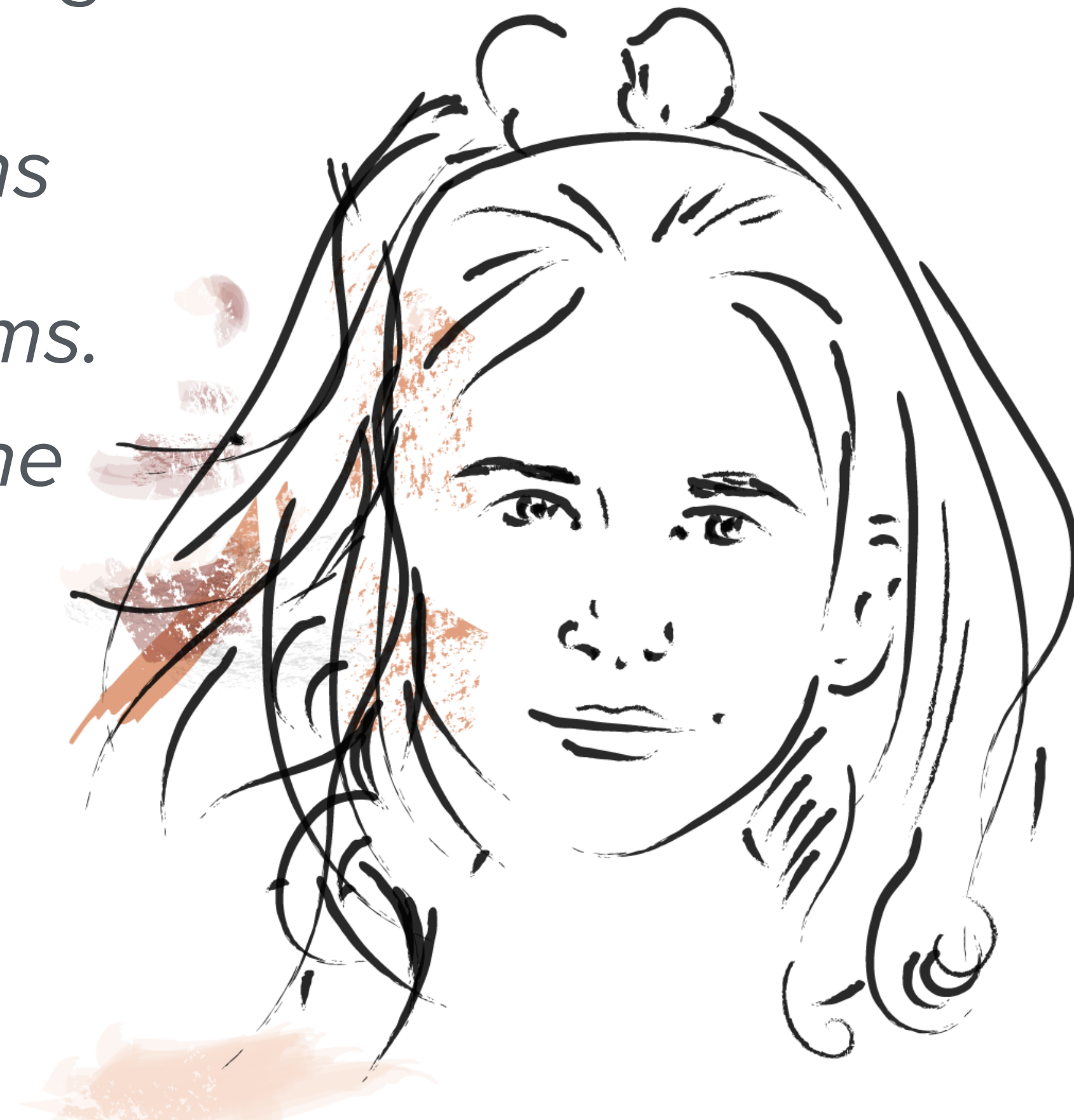
Explore these problems in future lines of research: PART II

AND... WHY WE SHOULD CONTINUE THIS RESEARCH...?

Not understanding why the child blames the dog in a cartoon could mean that there is difficulty understanding the behaviours of others.

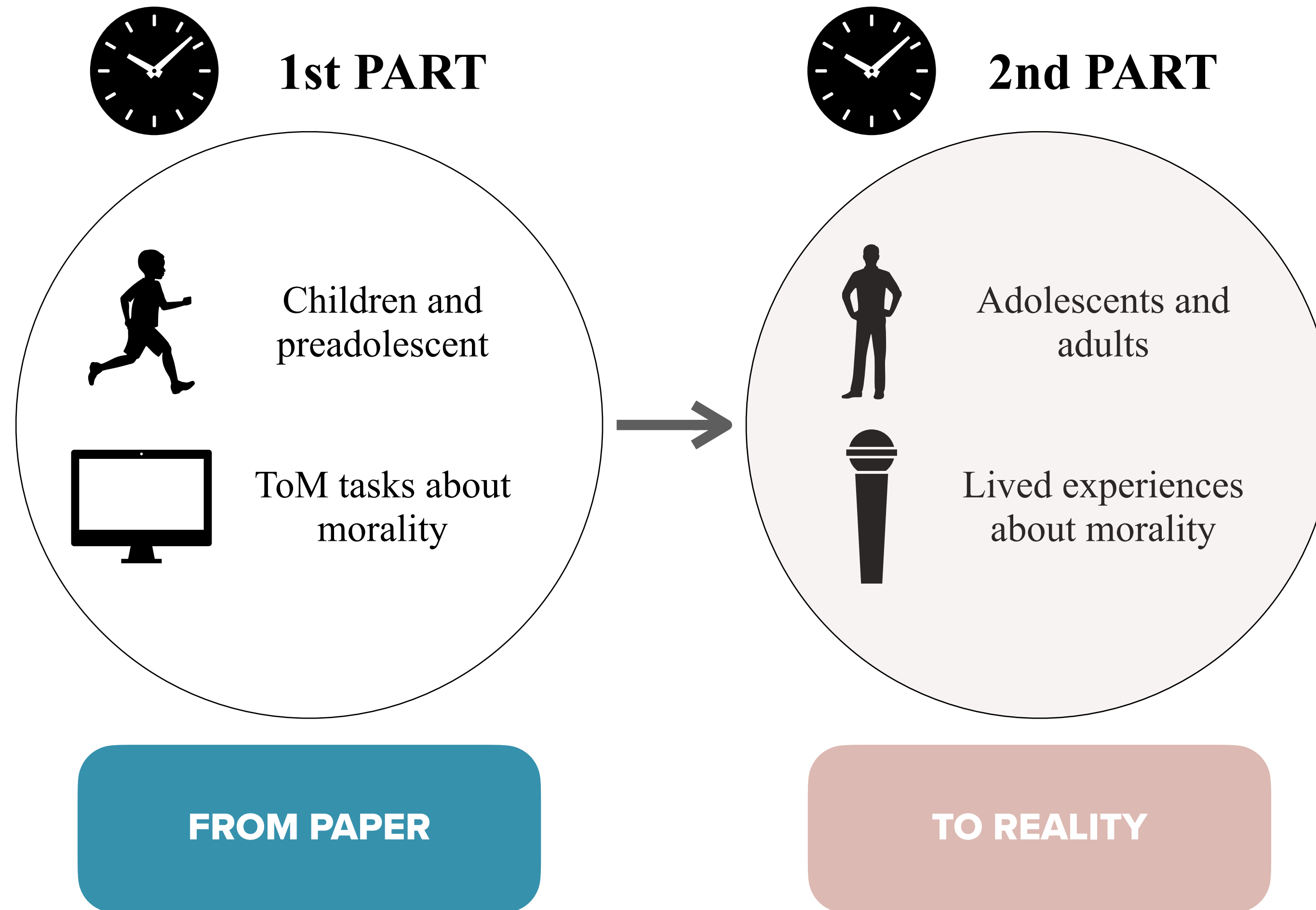
In everyday life, these children can also have problems to understand why someone insults them, or not knowing how to ask for help when they are bully victims.

If bullying is already complex for neurotypicals, imagine how hard it must be for autistic individuals.



PART II

PART II



Semi-structured Interviews to autistic adolescents and adults

- bullying
- 'no obvious' bullying
- * women

Award Social Commitment
21 – 22 / 22 – 23



WHY ADULTS?

PERSPECTIVE

because they can give us their perspective years later (they have analysed their lives)

It was found that autistic adolescents did not detect or recognise their relational conflicts
Sedgewick et al. (2016)

During their adult life, the identification of mate crime would become more evident, and they would be more prepared to admit the bullying and how their “friends” took advantage of them during their childhood

Sedgewick et al. (2019)



WHY ADULTS?

BULLYING IS NOT ALWAYS OBVIOUS

Sometimes the perpetrator is known to the victim, for example, a 'friend', although they could also be family members or caregivers (Thomas, 2011). Deliberate actions against the victim range from acts of cruelty, humiliation, servitude, exploitation or theft (Quarmby, 2011), and are very often directed at people with disability (Landman, 2014), with autistic adults being a high percentage of victims – 80% (Papadopoulos, 2016). In fact, due to the familiarity or friendship between perpetrator and victim, such acts can become 'blur' for victims (Doherty, 2017).

from Garcia-Molina (2022)



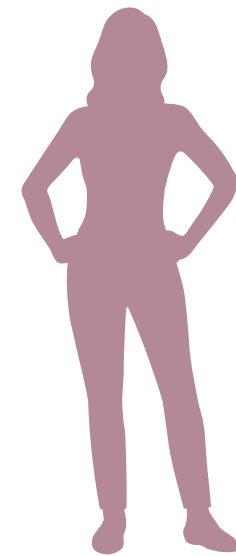
THEORETICAL FRAMEWORK



AUTISTIC WOMEN

quiet and anxious

Sedgewick y Pellicano, 2019



- Many autistic women must camouflage their autistic traits to go unnoticed and be accepted in the group, in our society.

- Autistic women suffer harassment, intimidation, cyberbullying, relational conflicts and mate crime. Those that are apparently less obvious (psychological damage) are those that are recognised as more complicated to identify, due to the great weight of the intentions and, above all, the affection and friendship for those people who earn their trust.

AIMS – PART II

Aim 1: Give voice and make visible the group of autistic people through their experiences

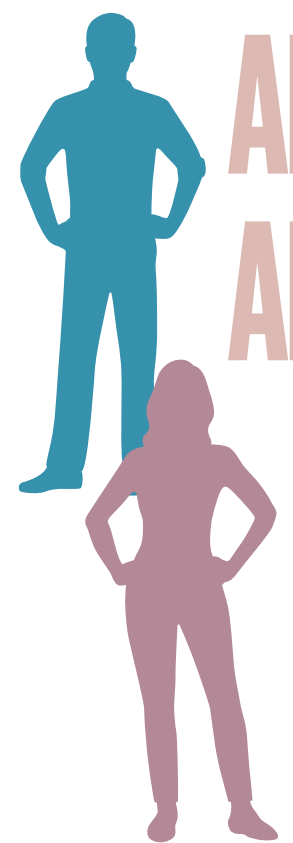
Aim 2: Recognise situations of bullying and non-obvious bullying in the daily lives of autistic people

Aim 3: Further explore into obvious and non-obvious bullying in autistic women

Aim 4: Specify indicators and strategies that can give a 'warning' signal in these situations

METHOD - PART II

PARTICIPANTS



ADOLESCENTS

- formal diagnose
- range age

ADULTS

- verbal conversation (orally, written...)
- Spanish-speaker

5 - 16 – 20 years

30 - 21 – 58 years

MEASURES

INTERVIEW SEMI-STRUCTURED

**revised by 20 autistic women*

- family relationship
- camouflage
- social relationships

ideas about bullying in different areas (within the family, relational conflicts with friends or from strangers)

PROCESS

THEMATIC ANALYSIS (BRAUN & CLARKE, 2006)

1. data **familiarisation**
2. initial **coding** and extracts of interest
3. **export** to ATLAS.ti software (qualitative research tool)
4. identification of various **patterns** in the responses (themes / subthemes)
5. **review** of the analysis
6. organisation of the participants' **narrative**, with literal **quotes**

PHASES

Phase 1 (Previous). Preparation of the research with focus group, interviews, contacts...

Phase 2 (Aim 1). Administration of the interviews to the autistic individuals

Phase 3 (Aim 2 and 3). Analysis of the responses from the interviews

Phase 4 (Aim 4). Design a guide with indicators and strategies based on the results obtained

RESULTS: WHAT ARE THEY SAYING?

from 'Amistades peligrosas: del acoso al mate crime en las mujeres con autismo', de Garcia-Molina (2022)

“On the school bus they throw garbage at my head, they call me “a vulture” for having a long nose and stooped walk, and they exclude me from all the activities they do.”

(“Ana”, 16 years old, recently diagnosed)

BULLYING

“En el autobús del colegio me tiran basura a la cabeza, me llaman buitres por tener la nariz larga y caminar encorvada, y me excluyen de todas las actividades que hacen.”

(“Ana”, 16 años, diagnosticada recientemente)

RESULTS: WHAT ARE THEY SAYING?

from 'Amistades peligrosas: del acoso al mate crime en las mujeres con autismo', de Garcia-Molina (2022)

"What is most difficult for me to understand are people's intentions, therefore, if it is something very obvious I can realize it in time, but if it is something more subtle like psychological damage, I may not realise it until it's too late."

("Elena", 17 years old, diagnosed at age 7)

NON-OBVIOUS BULLYING

"Lo que más me cuesta entender son las intenciones de la gente, por lo tanto, si es algo muy obvio puedo darme cuenta a tiempo, pero si se trata de algo más sutil como el daño psicológico a lo mejor no me doy cuenta hasta que es demasiado tarde."

("Elena", 17 años, diagnosticada a los 7 años)

RESULTS: WHAT ARE THEY SAYING?

from 'Amistades peligrosas: del acoso al mate crime en las mujeres con autismo', de Garcia-Molina (2022)

"I know how to detect when a person wants to hurt me. I have what they call 'sixth sense'. What I find difficult to understand is that there are people who really want to do that. I don't know why they do it. [...] People are not bad by nature. There is always a reason for it. It is difficult for me to accept that people might want to steal from you or harm you, although I have hypotheses that make me understand it."

("Noa", 21 years old, diagnosed at 16)

THOUGHTS...

"Sé detectar cuándo una persona quiere hacerme daño. Tengo eso que llaman 'sexto sentido'. Lo que me cuesta entender es que haya gente que de verdad quiera hacer eso. No sé por qué lo hacen. [...] La gente no es mala por naturaleza. Siempre hay un motivo para ello. Me cuesta aceptar que la gente pueda querer robarte o hacerte daño, aunque tengo hipótesis que me hacen llegar a entenderlo".

("Noa", 21 años, diagnosticada a los 16)

**THERE IS NO REAL CONCLUSIONS, BECAUSE WE ARE IN THE THIRD
PHASE OF THIS SECOND PART. AN THIS IS AN EMERGENT RESEARCH,
BUT...**

WE NEED TO REMEMBER THAT...

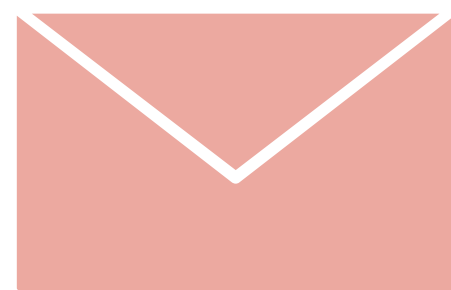
It is important that researcher investigate about morality, as well as it is essential to disseminate to the society the voice of the autistic individuals: their experiences, their perspective, their lives; so family, friends and professionals could understand better autistic people.

As “Julia” says:

“LUCKILY, MY FRIENDS KNOW WHAT I'M LIKE AND TEACH ME HOW TO DEFEND MYSELF FROM OTHER PEOPLE WHO WANT TO MAKE FUN AT ME.”

(“Julia”, 24 years old, diagnosed at age 20)

THANK YOU FOR YOUR ATTENTION



imolina@uji.es



Irene Garcia-Molina

<https://www.researchgate.net/profile/Irene-Garcia-Molina>



