Have you ever had the challenge of looking up a word in the dictionary that you were not sure you knew how to spell? In a similar vein, you might not know you need help in fixing an anthropomorphism problem if you do not know what an anthropomorphism error is. You cannot search for how to include a part of your paper or how to follow a certain rule if you do not even know that part of the paper or that rule exists. Consequently, we designed a “visual table of contents” for you in this chapter, where we show you a complete sample research paper. Rather than give you tips about it and suggestions for avoiding mistakes (which we will do in Chapter 19), in this chapter, we use the sample paper as a visual organizer. Not sure how to cite a reference in text? Find an example of what you are trying to do in the sample paper, and then follow the QuickFinder guide bubbles that will point you to the chapter and page in this book where you can find help.

By the way, this is a real student paper—and note that we are presenting it to be formatted as a student paper. (When papers are submitted as manuscripts to journals to be considered for publication, the formatting of the first page is different for a professional title page.) Parts of it have been modified from the original, but this is meant to be a realistic example of student work. Is it a perfect paper? No (and Stephen is OK with that). Will you be able to find errors or mistakes in the paper? Probably. **We use this paper as a visual guide, not as an example of perfection.** The point is not to look for errors but to identify easily where in this guide we discuss the different parts of a paper. So do not use this paper as a model of exactly what to do (because, as we said, there are errors here); instead, use it as a way to find what you want to learn about. Some of our QuickFinder bubbles point at mistakes, but most are positioned just to draw...
your attention to different parts of a paper and what needs to be considered before you turn in a paper. If you want to use this sample paper to test your knowledge of APA Style and format, feel free to mark up the errors and see if you can correct them once you have mastered this guide.

Most of the items included in the QuickFinder bubbles you will also find in the table of contents at the beginning of this book. We decided to include this visual table of contents in part for those of us who prefer and are more comfortable seeing content illustrated visually. We like the idea of helping you identify APA-Style details using different mechanisms, including a sample paper with a visual table of contents. So if you are trying to find information that you think is or should be in this book, you can try the traditional table of contents at the front of the book, the index at the back of the book, and the visual table of contents here in this chapter, with the QuickFinder guides.
Willingness of College Students to Assist and Accommodate Peers With Autism

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The title of the paper is boldfaced, and the first letter of all words in your title that are four or more letters long is capitalized.

See Ch. 14, p. 148
As autism increases in prevalence, more young adults with autism are pursuing higher education. This has led to a greater need for college-wide support for these students in order to better prepare them for success. Peer mentorships are effective at supporting students with autism; however, these programs require willingness on the part of typically developed peers. Using a survey given to students in an introductory psychology course, willingness for students to accommodate their peers with autism was measured and then compared to the students’ familiarity with autism. The knowledge gained from this study can be used to help prepare colleges and universities for developing programs aimed at supporting students with autism through their peers.

Keywords: autism spectrum disorder, college students, peer mentorship, accommodating
Willingness of College Students to Assist and Accommodate Peers With Autism

In recent decades there has been a growing number of individuals diagnosed with autism spectrum disorder (ASD), a developmental disability defined by difficulties in communication, social skills, and repetitive behaviors. In fact, 1 in 59 children is believed to have the disorder, making ASD rather prevalent in areas such as the educational system (Autism Speaks, n.d.). Some children with ASD have milder symptoms and are considered high functioning as a result of several factors such as early diagnosis and intervention, making higher education a very real possibility (Barnhill, 2016). Though their symptoms may be mild, college students with autism face many more challenges than their typically developed peers do, as they struggle with aspects of college such as the lack of structure and routine (Kuder & Accardo, 2018). Additionally, these students struggle with maintaining study habits such as note taking and with participating in group collaborations with peers (Gillespie-Lynch, et al., 2017; Kuder & Accardo, 2018). In order for students with ASD to be successful in college, these challenges and many others must be addressed by providing substantial support.

In their study, Ashbaugh et al. (2017) found that one way to better ensure the success of college students with ASD was to increase their social integration, which positively correlated with increases in the students’ grade-point averages. Increasing social integration requires a general awareness of the disorder and a decreased stigma towards those with the disability. Fortunately, as autism has increased in prevalence so has awareness, even among the college community (Tipton & Blacher, 2014). Gillespie-Lynch et al., (2015) observed that...
stigma among college students towards individuals with ASD was generally low as they reported that they were "somewhat willing" to engage with a person on the autism spectrum. Furthermore, this stigma was found to decrease after the students underwent an autism training to increase their knowledge about the disorder, demonstrating an inverse relationship between autism awareness and level of stigma (Gillespie-Lynch et al., 2015). Matthews et al. (2015) also observed that more positive attitudes were reported towards an individual who displayed autistic behaviors when that individual was labeled with autism as opposed to when the individual had no label, suggesting an awareness of autism symptomatology can help to create more positive attitudes towards individuals with the disability, leading to better social integration.

Increasing awareness and decreasing stigmatization among college students clears the way to providing effective support programs for students with ASD: peer mentorship. Researchers have conducted several studies on the utilization of peer mentorships and have reported that it is widely accessed by students with autism and effective in providing the necessary support to succeed academically and socially (Ashbaugh et al., 2017; Barnhill, 2016; Gillespie-Lynch et al., 2017; Hafner et al., 2011; Kuder & Accardo, 2018). For instance, Ashbaugh et al. (2017) used similarly aged college students participating in a research assistantship to be peer mentors with training in the symptoms and treatment options for ASD. When provided with the proper training and effectively come alongside students with autism, such as by accompanying them at campus-based activities or other social...
opportunities, teaching them appropriate social skills and providing mentees with
Ashbaugh et al., 2017; Gillespie-Lynch et al., help students with ASD improve in other areas
Gillespie-Lynch et al., 2017). Peer mentors are also able to help students with ASD improve in other areas
in academic self-advocacy to equip students to
(Gillespie-Lynch et al., 2017).
Gillespie-Lynch et al. (2017) concluded that students on the autism spectrum
who participated in a mentorship program benefited greatly from it and reported
very positive experiences, particularly in the opportunities to engage in social
interactions. Even without a structured peer mentorship program, however,
the involvement of peers in integrating students with autism into college life
is crucial. For example, in one research study students with developmental
disabilities (such as autism) were able to live on campus, though it required
the support of students living in the same resident halls and their willingness to
accommodate their peers (Hafner et al., 2011). These results are consistent with
the advice offered by colleges and universities as reported by Barnhill (2016):
offering support to students with ASD is a team effort, requiring more than just
faculty and professor support.
Although research was conducted on the average college student’s perception
of autism, there is limited knowledge on how this perception translates into a
willingness to accommodate peers with ASD. As mentioned before, peer
mentoring is effective in improving the academic and social standing of
students with autism. Gillespie-Lynch et al. (2015) noted that an increase in autism
knowledge led to a decrease in stigmatization of the disorder; however, how
does this knowledge translate into willingness to support students with ASD? The purpose of my study was to measure how willing college students are to assist and accommodate peers with ASD, and whether or not this willingness is influenced by knowledge and awareness of autism.

To accomplish this, participants were recruited from a pool of students in an introductory psychology course at a large western university. I hypothesized that students who are more familiar with knowledge on autism would report greater willingness to offer assistance and accommodations to peers with ASD. I also hypothesized that those who personally know an individual with ASD would report greater willingness to offer assistance.

Method

Participants

There were 93 students, 31.9% males and 68.1% females, recruited from an introductory psychology course in a large western university using the Sona Systems software. The students’ ages ranged from 18 to 31, with an average age of 18.66 (SD = 1.63). Participants self-selected into the study and were rewarded with course credit.

Materials

In this study I utilized a survey to gather information on participants’ experience with autism and their degree of willingness to assist peers with the disorder. Standard demographic questions were asked as well as specific questions pertaining to the study’s hypotheses, which I developed and are presented in Table 1. These questions were piloted using students enrolled in a research methods course.
Procedure

Participants first signed up on Sona Systems to take the survey, and then were given 60 min to complete the survey online on any device with Internet capabilities, taking an average of 28.65 min ($SD = 21.84$). They were not debriefed after completion of the survey but they were thanked for their participation.

Results

To review, I hypothesize that individuals who reported a greater familiarity with current autism knowledge would be more willing to accommodate peers with autism. To measure the independent variable of familiarity with autism knowledge, respondents self-reported their familiarity with autism knowledge on a scale of $1 = not \ at \ all \ familiar$ to $4 = very \ familiar$. The dependent variable of willingness to accommodate peers with autism was measured on a scale of $1 = not \ willing \ at \ all$ to $10 = very \ willing$. There is not a significant difference between individuals not at all familiar with ($M = 7.86, SD = 1.91$), slightly familiar with ($M = 8.78, SD = 1.70$), somewhat familiar with ($M = 9.13, SD = 1.48$), and very familiar with ($M = 8.25, SD = 3.50$) autism knowledge and their self-reported willingness to accommodate peers with autism, $F(3,89) = 2.09, p = .107$. This hypothesis was also tested by comparing reported familiarity with autism knowledge with willingness to become a peer mentor for a student with autism, measured on a scale of $1 = not \ willing$ at all to $10 = very \ willing$. There is not a significant difference between individuals not at all familiar with ($M = 7.81, SD = 1.91$), slightly familiar with ($M = 8.20, SD = 2.10$), somewhat familiar with ($M = 8.71, SD = 1.90$), and very familiar

Statistical Symbols

Statistical symbols such as $SD$ are italicized.
See Ch. 21, p. 237

Verbal Descriptors of Scale Anchors

The word-based [verbal] descriptors of the anchors of a numerical scale are italicized.
See Ch. 13, p. 140
with \((M = 8.00, SD = 4.00)\) autism knowledge on their self-reported willingness to be a peer mentor for a student with autism, \(F(3,88) = 0.71, p = .548\).

I also hypothesize that individuals who personally know someone with autism would also report a greater willingness to accommodate peers with autism. The question of interest was “do you personally know an individual with autism,” with answers 1 = yes and 2 = no. The following dependent variable of willingness to accommodate peers with autism was measured on a scale of 1 = not willing at all to 10 = very willing. There is not a significant difference between individuals who know someone with autism \((M = 8.92, SD = 1.62)\) and those who do not know someone with autism \((M = 8.19, SD = 2.04)\) and their self-reported willingness to accommodate peers with autism, \(t(88) = 1.91, p = .060\). This hypothesis was also tested by comparing responses to the question of interest with reported willingness to become a peer mentor for a student with autism, measured on the scale of 1 = not willing at all to 10 = very willing. There is not a significant difference between individuals who know someone with autism \((M = 8.49, SD = 2.08)\) and those who do not know someone with autism \((M = 7.86, SD = 2.09)\) on their self-reported willingness to accommodate peers with autism, \(t(87) = 1.40, p = .165\).

When comparing the two variables related to the hypotheses, there is a significant difference between those who know an individual with autism \((M = 2.30, SD = 0.82)\) and those who do not \((M = 1.81, SD = 0.78)\) on their familiarity with current knowledge on autism measured on a scale of 1 = not at all familiar to 4 = very familiar, \(F(1,89) = 8.09, p = .006\). In general, measured on a scale of 1 = not willing at all to 10 = very willing, there was also a high
with autism among the respondents, $M = 8.62, SD = 1.83$. Willingness to participate in a peer mentorship program for students with autism, measured on a scale of $1 =$ not willing at all to $10 =$ very willing, was also high across respondents, $M = 8.24, SD = 2.09$. 

**Discussion**

Although many of the college students reported only being slightly familiar with autism knowledge, an encouraging finding was an overall willingness among students to assist and accommodate peers with autism. This high degree of willingness is a promising outcome as it may pave the way for greater integration of students with autism, consequently increasing their rate of academic success. Students even conveyed a willingness to become peer mentors for students with autism, if it was offered as a program for college credit, which may be a viable option for some universities as a way to support students with autism, and perhaps other disabilities.

In this study I hypothesized that knowing an individual with autism, such as a family member, a coworker, or a friend, would relate with more willingness to accommodate peers with autism. I also hypothesized that those more familiar with current knowledge on autism would also report a higher degree of willingness to assist peers with the disorder. In conducting this study I found that among the students in the sample, knowing an individual with autism and/or reporting more familiarity with current knowledge on the disorder did not have a relationship with the individual’s willingness to accommodate a peer with autism.
These results came as a surprise, particularly in light of the research conducted by Gillespie-Lynch et al. (2015) in which the researchers concluded that an increase in autism knowledge led to a decrease in stigma. Assuming this pattern would also take place in the sample used for this survey, I predicted that stigma and willingness to accommodate a peer with autism would be inversely related, with an increase in autism knowledge having a significant impact on willingness. However, knowledge of autism did not have a significant impact on willingness to accommodate, particularly towards autism does not impact willingness to accommodate, particularly since Gillespie-Lynch et al. (2015) also observed that students were generally willing to assist peers with autism, despite stigma. With a significant relationship between autism knowledge and a student’s willingness to accommodate a peer with autism, the high degree of willingness measured across respondents provides a potential approach to support students with the disorder. If students are indeed willing to assist, universities nationwide may find it beneficial to invest in programs that offer students with autism peer assistance, whether it is simply note-taking or participating in a mentorship. By increasing the level of integration within a college campus, students with autism can be better equipped to succeed academically and socially, which can also help prepare them for careers in any field.

There are, of course, some limitations to my study. First, there were a limited amount of questions that could be asked, which made it difficult...
to thoroughly assess an individual’s knowledge of autism as well as their willingness to accommodate peers. If more questions were permissible, then more detailed assessments could have been administered to measure a more accurate familiarity with autism knowledge, as well as a more precise degree of willingness. Additionally, since this study was a survey design, I was not able to manipulate variables so as to thoroughly analyze the relationship between familiarity with autism and degree of willingness to support peers with autism. With a different study design willingness could be measured through other means aside from self-report, such as through actual participation in similar programs and degree of engagement in such programs.

Despite there being no significant relationship between familiarity with autism and willingness to accommodate a peer with autism, the high degree of willingness reported among the college students in this study was a very positive finding. This lays the groundwork for establishing potential programs involving typically developed students assisting their peers with autism. As autism continues to increase in prevalence, it is becoming more pressing to provide students with the disorder proper support to ensure their success and integration into society. Individuals with autism have much to offer; however, they require the support of not only professors and other professionals, but also the support of their fellow students and peers.
References


Internet Citation

Learn the details of writing an internet citation, including how to handle when there is no publication date.
See Ch. 12, p. 154

Digital Object Identifier

Include a doi [digital object identifier] for all references. Start with the letters “doi” and follow them with a colon. No period is included at the end of the doi.
See Ch. 12, p. 124

Issue Numbers

The *PM* (7th ed.) indicates that when citing a journal article, the issue number is included immediately after the journal’s volume number. There is no space between the volume number and issue number. The volume number is italicized; the issue number is not italicized but presented in parentheses.
See Ch. 12, p. 124


The Most Common Mistakes to Avoid
Your presubmission quiz/checklist.
See Ch. 22, p. 247
### Table 1

**Survey items with Response Scales**

<table>
<thead>
<tr>
<th>Item</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you personally know an individual with autism (e.g., family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>member, coworker, friend, etc.)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How familiar are you with current knowledge about autism</td>
<td>2.10</td>
<td>0.83</td>
</tr>
<tr>
<td>spectrum disorder?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. On a scale of 1 to 10, how willing would you be to accommodate a peer with autism (such as taking notes for them)?</td>
<td>8.62</td>
<td>1.83</td>
</tr>
<tr>
<td>4. On a scale of 1 to 10, how willing would you be to participate in a program as a “mentor” for a peer with autism (for college credit)?</td>
<td>8.24</td>
<td>2.09</td>
</tr>
</tbody>
</table>

**Notes.** For Item #2, the possible responses were 1 = not at all familiar, 2 = slightly familiar, 3 = somewhat familiar, and 4 = very familiar. For Item #3 and Item #4, the possible responses ranged from 1 = not willing at all to 10 = very willing. For Item #1, 59.3% reported knowing an individual with autism and 40.7% reported not knowing an individual with autism.