Supplemental material:
The effect of school exposure and personal contact on attitudes towards bullying and autism in schools: A cohort study with a control group

**S1: Vignette Types**

| Bulling target: NT | Bulling target: ASD |
|--------------------|---------------------|
| Emily/Jack is a girl/boy in your year group. You don’t know her/him well, but know that she/he is self-conscious about her/his weight. One day... | Emily/Jack is a girl/boy in your year group. You don’t know her/him well, but have been told that she/he has autism – a brain condition that causes her/him to have difficulties communicating with other people and to get anxious and even angry when things change unexpectedly or when there is lots of noise. One day... |

**[Verbal bullying]**

...you hear Amy/William - another girl/boy from your form group - call her/him ‘freak’. This is not the first time it’s happened. On a previous occasion nasty things had been posted about Emily/Jack on social media. Emily/Jack tries to ignore the remark, but goes to sit on her/his own looking sad.

**[Social exclusion]**

...Emily/Jack walks up to you and some friends from your form and asks if she/he can join in your conversation. Amy/William - one of the girls/boys in your group says “no, we’re having a private conversation” and then turns her/his back on Emily/Jack to indicate that she/he should leave. This is not the first time it’s happened.
S2: Responses to Vignettes by School Exposure and Target Type

|                  | Centre School | Non-Centre School |
|------------------|---------------|-------------------|
|                  | N=426         | N=349             |
| ASD Target       | N=200         | NT Target         |
| N=226            | N=155         |                  |
|                  | Time 1        | Time 2            |
|                  | Time 1        | Time 2            |
|                  | Time 1        | Time 2            |
|                  | Time 1        | Time 2            |
| Judgments        | x̄=4.38       | x̄=4.40           |
|                  | s=0.50        | s=0.44            |
|                  | x̄=4.26       | x̄=4.27           |
|                  | s=0.57        | s=0.54            |
|                  | x̄=4.32       | x̄=4.41           |
|                  | s=0.60        | s=0.53            |
|                  | x̄=4.28       | x̄=4.26           |
|                  | s=0.54        | s=0.60            |
| Emotions         | x̄=4.34       | x̄=4.36           |
|                  | s=0.45        | s=0.46            |
|                  | x̄=4.25       | x̄=4.27           |
|                  | s=0.49        | s=0.48            |
|                  | x̄=4.32       | x̄=4.33           |
|                  | s=0.53        | s=0.50            |
|                  | x̄=4.30       | x̄=4.23           |
|                  | s=0.48        | s=0.54            |
| Intended behaviours | x̄=4.22      | x̄=4.14           |
|                  | s=0.51        | s=0.59            |
|                  | x̄=4.20       | x̄=4.20           |
|                  | s=0.54        | s=0.58            |
|                  | x̄=4.21       | x̄=4.19           |
|                  | s=0.58        | s=0.61            |
|                  | x̄=4.20       | x̄=4.13           |
|                  | s=0.60        | s=0.62            |