Measures used:

**Transition to University Questionnaire (TUQ; Lambe et al., 2018)**

The items for TUQ were derived from three focus groups conducted with 25 autistic students who were about to make the transition to university, and who took part in the Autism Summer School at [ANNONYMISED FOR REVIEW]. The focus group facilitators used semi-structured questionnaires with open questions that asked students to think about: “What worries you most about starting university? What part of university life are you most looking forward to?” etc. Items in the TUQ were derived from the themes that emerged from thematic analyses of the focus group sessions, with a list of 26 statement each addressing a specific concern, such as “When I think about going to university, I am concerned about the change in my routine”. A recent study (Lei, Calley, Brosnan, Ashwin, & Russell, 2018) conducted a factor analysis of the TUQ based on responses from 90 autistic students who are considering of transitioning to university, and identified a total of 7 factors including: 1) Micro Social World (4 items); 2) Support (3 items); 3) Macro Social World (5 items); 4) Leaving Home (5 items); 5) Academic challenges (3 items); 6) Daily living skills (3 items); 7) Time management (2 items).

**Social Network and Perceived Social Support (SNaPSS; Lei, Ashwin, Brosnan, & Russell, 2019)**

SNaPSS is divided into three sections. First, participants rated the perceived frequency distress using a 5-point Likert scale ranging from 0 (never) to 4 (6 or more times a week) when faced with each of the 15 academic, daily living, and socialisation areas. Second, for SNS, participants listed up to 20 network members whom they have been in contact with over the past three months, and whose relationships were considered to be particularly important and worthwhile to the participant. The total number of network members listed gave an approximation of social network size. Network composition was measured based on the stated relationship between the participant and each network member named (i.e., family, friends, or other – such as teacher/lecturers/support workers etc). Finally, participants reported whether to the best of their knowledge, any two individuals named in the social...
network knew and were in contact with each other, thus giving an indication of the social network density (0 = low, 1 = high).

Third, for PSS, participants first reported whether each network member had provided them with any of the 15 areas of support listed across academic, daily living, and socialisation domains in the past 3 months. For each area of support provided, participant then rated on a 5-point Likert scale: 1) the perceived quantity of that support being provided by that network member over the past 3 months (1 = once/twice in total; 5 = 6 or more times/week); 2) the perceived quality of support provided by that network member (1 = not at all supported; 5 = very much supported). For each category of social network members, an average perceived frequency and quality of support was calculated and scored between 0-5 for each of academic, daily living, and socialisation areas, thus giving a sum total of 0-15 when summed across all three areas.

References:
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Lei, J., Calley, S., Brosnan, M., Ashwin, C., & Russell, A. (2018). Evaluation of a Transition to University Programme for Students with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders.* https://doi.org/10.1007/s10803-018-3776-6