Using the IRAP to Measure Biases in the Areas of Attractiveness (in Employability/ Innocence), Bullying and Autism

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The IRAP (measures relational response biases)

- Presents pairings of words/pictures and asks the participant to respond in a certain way to those pairings.

- Measures the SPEED and ACCURACY of the responses to determine which was easier for the participant in that context.

- This can then be used as a proxy measure of bias

Pretty/ Nice

True ✓

Ugly/ Sad

True ✓

True

Ugly/ Sad

Pretty/ Nice

E.g. if it's easier and faster to pair Flowers with Pretty compared to Rubbish with Pretty, then we show a more positive response bias towards flowers.

Company CEO

Company CEO

The Current Research Series

– Five research papers published in 2020.

– Two cross-sectional studies (*Murphy, Murphy, Kelly, Roche, 2020; Rice, Murphy, Nolan, Kelly, 2020*), two intervention studies (*Bast et al., 2020; Curtis, Foody, Kelly, Murphy, 2020*) and a theoretical paper (*Kelly, 2020*).

– 307 participants were recruited in total. Each participant completed the IRAP and a range of subjective questionnaires.

Attractiveness and Employability/ Innocence and Guilt
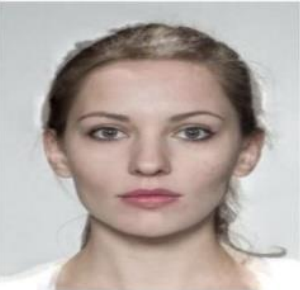
Employability Characteristics:

Intelligent	Stupid
Dishonest	Trustworthy
Lazy	Hard working
Unreliable	Reliable
Standoffish	Approachable
Irresponsible	Responsible

Innocence/Guilt Characteristics

Innocent	Guilty
Good	Bad
Right	Wrong
Sensible	Senseless
Lawful	Criminal
Honest	Dishonest

Attractiveness bias demonstrated in both studies (consistent with prior literature). No gender differences.

Effect of Information/Education on Relational Response Biases

Bullying Research

Bullying attitudes in Secondary Schools and Colleges

Anti-bullying bias overall

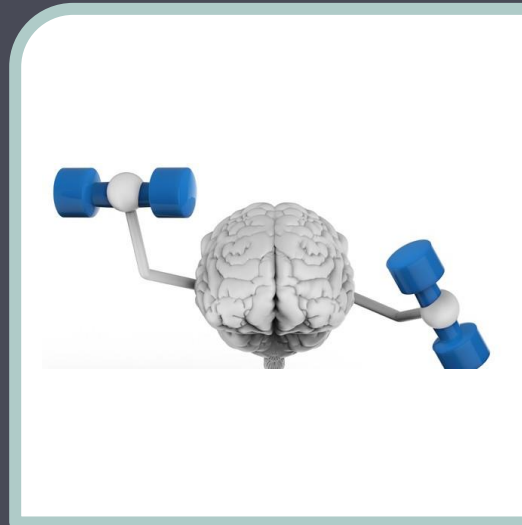No effect of a DES Educational Video

Autism Attitudes

Study 1: positive responding (*college students*) towards both neuro-typical and autistic individuals

Study 2:

Exposure to 'negative' video material → more negative bias (ASD) versus those exposed to 'positive'.

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- Dr Ian Stewart
- Thomas Connor
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References

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