

This presentation is property of the University of Washington and may not be duplicated or changed.





Workshop Objectives

Participants will be able to identify:

- Views and goals of the neurodiversity movement
- Common disagreements between the autistic community and the parent/professional communities
- Current efforts to bridge the gap between groups



Who Am I?

- Dr. Natasha Lewis Harrington, Psy.D.
- Postdoctoral fellow at the UW Autism Center, previously a UW LEND fellow at the Child Development Clinic
- Autistic, involved with the neurodiversity/autism acceptance movement since college



Who Am I?

- Volunteer (teacher's aide and community group)
- Respite provider
- ABA therapist
- Nanny
- Psychologist-in-training



Why Am I Here?

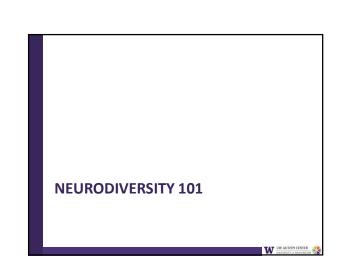
- Providing therapy that is affirming of autistic identity and ways of being
- Offering an autistic perspective and community voice to parents, colleagues, and the public
- Finding common ground between the professional and autistic communities



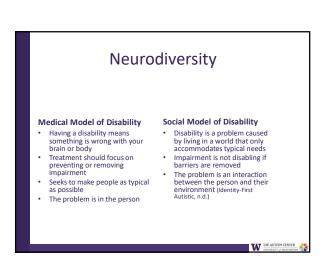


What Is Autism? **DSM-V Criteria Alternate Perspective** Impairment in Difficulty with typical social/emotional reciprocity expectations of reciprocity Impairment in nonverbal · Reduced or atypical nonverbal communication communication Impairment in interpersonal • Atypical approach to social relationships (American relationships, difficulty Psychiatric Association, understanding typical 2013) interpersonal expectations

What Is Autism? At least two of the following: Repetitive or stereotyped behavior or language use Patterns of rigidity or ritual Unusual interests or unusually intense interests Atypical responses to sensory input (American Psychiatric Association, 2013)



What Is Neurodiversity? Neurodiversity is like religious diversity or racial diversity: the idea that humans naturally come in all different kinds, in this case different types of brains (Walker, n.d.).

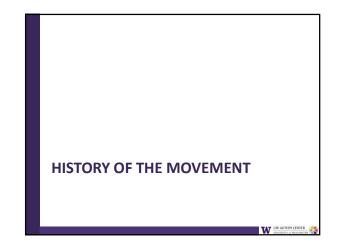


Research on Identity

Research has found connections between mental health outcomes and:

- Feeling accepted as an autistic person by others
- Self-acceptance as an autistic person
- Level of camouflage (Cage, Di Monaco, & Newell, 2017)
- Positive autistic identity—specifically, viewing autistic people positively as a group and identifying with that group (Cooper, Smith & Russell, 2017)





Me have your son. We will make sure he will private and the previous as long as he lives. *This is only the beginning. Autism (Cripchick, 2007)



The autistic community expresses concerns about: Funding priorities Representation on its Board of Directors History of dehumanizing advertising campaigns (Autistic Self-Advocacy Network, 2018)

Concerns About ABA The autistic community worries that ABA will continue to incorporate: Neurotypical assumptions Compliance training Stressful interventions (Socially Anxious Advocate, 2015)

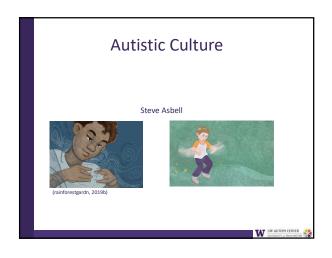












References

- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author.
- Autism Speaks (n.d.). How to Light It Up Blue. Retrieved from https://www.autismspeaks.org/wam/how-to-liub
- Autistic Self-Advocacy Network (n.d.) Autistic Self-Advocacy Network. Retrieved from http://autisticadvocacy.org/
- Autistic Self-Advocacy Network (2018). Before you donate to Autism Speaks, consider the facts. Retrieved from https://autisticadvocacy.org/wp-content/uploads/2018/03/AutismSpeaksFlyer_color_2018.pdf
- Brown, L.X.Z. (August 4, 2011). The significance of semantics: Person-first language, why it matters. Retrieved from https://www.autistichoya.com/2011/08/significance-of-semantics-person-first.html



References

- Cage, E., Di Monaco, J., Newell, V. (2018). Experiences of autism acceptance and mental health in autistic adults. *Journal of Autism and Developmental Disorders*, 48(2), 473-484.
- 49k(J), 473-494.
 Cooper, K., Smith, L.G.E., & Russell, A. (2017). Social identity, self-esteem, and mental health in autism. European Journal of Social Psychology, 47(7), 844-854.
 Cripchick (December 14, 2007), Scary ransom notes campaign. Retrieved from https://misscripchick.wordpress.com/2007/12/14/scary-ransom-notes-campaign/

- Identity-First Autistic. (n.d.) *Understanding disability models*. Retrieved from https://www.identityfirstautistic.org/social-model-of-disability
- Morton, C. & Morton, G. (2016). Why Johnny Doesn't Flap: NT Is OK! London: Jessica Kingsley Publishers
- Rainforestgardn. (2019a, June 5). When I rock, all of the sounds and visuals blur together. Good feelings rise up from within and surround me with calm. What does rocking feel like for you<u>y #AskingAutistics</u> [Tweet]. Retrieved from https://twitter.com/rainforestgardn/status/1136338199234711552



References

- Rainforestgardn. (2019b, March 12). If I made a picture book about stimming, would you read it? More importantly, would non-autistics read it and listen? Because we talk a lot about autism awareness, but our most visible expression of autism is stigmatized. #askingautistics #flownvoices #tweneeddiversebooks [Tweet]. Retrieved from https://twitter.com/rainforestgardn/status/1105457789105815552
- Retrieved from https://twitter.com/rainforestgardn/status/110545/789105815552
 Sesamestreet. (2018, November 22). We are thrilled to have our friend Julia join us at the Thanksgiving Day Parade this year! With the help of her friend Rosita and the comfort of her noise-canceling headphones, Julia is ready for a fun and festive day in NYC! #MacysParade #HappyThanksgiving 2018 [Tweet]. Retrieved from https://twitter.com/sesamestreet/status/1065593202529501184
- Socially Anxious Advocate (May 22, 2015). Why I Left ABA. Retrieved from https://sociallyanxiousadvocate.wordpress.com/2015/05/22/why-i-left-aba/
 The space dragon (April 9, 2017). Listen to autistic people. Retrieved from http://autistic-space-dragon.tumblr.com/post/159391255527/listen-to-autistic-people-dont-support-autism
- Walker, N. (n.d.) What Is Neurodiversity? Retrieved from https://autisticuk.org/neurodiversity/



Questions?

Thank you for attending!



Contact Information

Your Instructors:

Natasha Harrington uwautism@uw.edu

Director of Training and School Services:

Robin Talley rtalley@uw.edu

Training and School Services Coordinator: ltsui@uw.edu

UW Autism Center:

206-221-6806 Phone Email uwautism@uw.edu Website http://uwautism.com/

