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Autism: A Resource for Professionals & Parents

VIDEOS

National Autistic Society: Apr 1, 2019

<https://www.youtube.com/watch?v=Lk4qs8jGN4U>

“Introduction to autism that aims to raise awareness among young non-autistic audiences, to stimulate understanding and acceptance in future generations.” **Amazing Things Happen:**

<https://www.youtube.com/watch?v=Ezv85LMFx2E>

Amythest Schaber - "Ask an Autistic": Excellent set of Videos on questions people have about what it feels like to be Autistic. She addresses several different topics. Highly recommended!

<https://www.youtube.com/channel/UC9Bk0GbW8xgvTgQlheNG5uw>

What does Sensory Overload feel like? National Autistic Society

<https://www.youtube.com/watch?v=aPknwW8mPAM>

Compliance is not the goal: Letting go of control and rethinking support for autistic individuals – 2019: Instead of trying to control the behaviors of individuals with autism to make them indistinguishable from the general public, Researcher Amy Laurent, PhD, OTR/L suggests a positive shift in focus that supports the development of their emotional skills.

https://www.uri.edu/tedx/talks/amy-laurent-rethinking-support-for-autistic-individuals/?fbclid=IwAR12_Rcl-ZK4KYqTYtWkYnvJv8eag9rjfOWDBQIGVajr83i_lu6AlOpFz-M

Social Model Animation

<https://www.youtube.com/watch?v=9s3NZaLhcc4>

What Makes a GOOD Therapist for your Autistic Child - Autistamatic

https://www.youtube.com/watch?v=gIB83VrivGc&list=PLsxuTdchQTVpb9d_I9KYBjuEdrXRPLAlu&index=4&t=0s

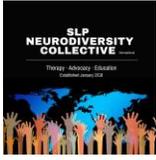
The Eye Contact Song: Autistic Life

https://www.youtube.com/watch?v=YPCD7O_d44c&feature=youtu.be&fbclid=IwAR2U4EP883kUI3SNmSFCIQ7RWP_UuwjhjEGwYl7ljU5QeU9i6YsXQBIJCV4

SOCIAL SKILLS TRAINING

Research does not support the “social skills training” services model that many schools and clinics are currently providing for Autistic children: Camouflaging and masking typical Autistic traits (forced eye contact, social scripting, behavior and social skills compliance training is harmful and can lead to depression, anxiety, lowered self-esteem and suicidal ideation.

Perspective Taking and Acceptance Education are what is needed:



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Neurotypical Peers are Less Willing to Interact with Those with Autism based on Thin Slice Judgments

Teaching perspective taking and peer acceptance is vital.

2017 Feb 1. doi: 10.1038/srep40700 NCBI: US National Library of Medicine, National Institutes of Health

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5286449/>

Social Skills Training - For Further Reading

Pragmatic Language/Social Skills: This page has several links and describes what is appropriate to target and what is ableist.

<https://slpndc.org/therapy/non-ableist-pragmatic-language-therapy/>

“Training” Social Skills is Dehumanizing

<https://slpndc.org/social-skills-training/>

“Why Perspective-Taking and Neurodiversity Acceptance? (Part 2 of “Training” Social Skills is Dehumanizing: The One with the Therapy Goals)”

<https://slpndc.org/why-teach-perspective-taking-neurodiversity-acceptance/>

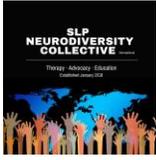
WHY EYE CONTACT THERAPY GOALS ARE ARCHAIC

A Few Countries Where Eye-Contact is not always considered part of Cultural Norms:

- China
- Japan
- Iran (gender interaction related)
- Vietnam (gender interactional related)
- Cambodia
- Indonesia (disrespectful to elders)
- Kenya (disrespectful to elders or higher status)
- Hong Kong
- South Korea
- Thailand
- Australia (sometimes)
- Canada (sometimes)
- Saudi Arabia (gender interactional related)

Why do those with autism avoid eye contact? Imaging studies reveal overactivation of subcortical brain structures in response to direct gaze

Individuals with autism spectrum disorder often find it difficult to look others in the eyes as they find eye contact uncomfortable or stressful. Now a study has shed light on the brain



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mechanisms involved in this behavior.

June 15, 2017 · Massachusetts General Hospital
<https://www.sciencedaily.com/releases/2017/06/170615213252.htm>

Look me in the eyes: constraining gaze in the eye-region provokes abnormally high subcortical activation in autism

We computed differences in activation in the subcortical face processing system (superior colliculus, pulvinar nucleus of the thalamus and amygdala) for the same stimuli seen freely or with the gaze constrained in the eye-region. Our results show that when constrained to look in the eyes, individuals with ASD show abnormally high activation in the subcortical system, which may be at the basis of their eye avoidance in daily life.

Hadjikhani, N., Åsberg Johnels, J., Zürcher, N.R. et al. Look me in the eyes: constraining gaze in the eye-region provokes abnormally high subcortical activation in autism. *Sci Rep* 7, 3163 (2017) doi:10.1038/s41598-017-03378-5

Unconscious avoidance of eye contact in autism spectrum disorder

...the ASD group had no such preference towards direct gaze and instead showed a tendency to prefer the face with averted gaze, suggesting an unconscious avoidance of eye contact. These results provide the first evidence that the atypical response to eye contact in ASD is an unconscious and involuntary response.

Madipakkam AR, Rothkirch M, Dziobek I, Sterzer P. Unconscious avoidance of eye contact in autism spectrum disorder. *Psychology, Medicine* Published in Scientific Reports 2017 DOI:10.1038/s41598-017-13945-5

Gaze fixation and the neural circuitry of face processing in autism

In addition, variation in eye fixation within autistic individuals was strongly and positively associated with amygdala activation across both studies, suggesting a heightened emotional response associated with gaze fixation in autism.

Nat Neurosci. 2005 Apr;8(4):519-26. Epub 2005 Mar 6.
<https://www.ncbi.nlm.nih.gov/pubmed/15750588>

Why Eye Contact Is So Distressing For People With Autism

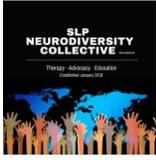
Article in layman's terms: The study published in June in *Scientific Reports* reveals that people with autism spectrum disorder avoid eye contact because it causes anxiety, and not as an unintentional demonstration of lack of empathy. Not only does this validate what people with autism have been saying for years, it also suggests we've been applying wrong ideas to therapeutic intervention for kids with autism.

https://www.huffpost.com/entry/autism-eye-contact_n_5980ee58e4b09d24e993ae32

NEGATIVE OUTCOMES OF MASKING AUTISM

The Female Autism Phenotype and Camouflaging: a Narrative Review

Camouflaging refers to the use of conscious or unconscious strategies, which may be explicitly learned or implicitly developed, to minimize the appearance of autistic characteristics during a social setting. Examples include... forcing oneself to make eye contact and to stop talking about an interest. ...may lead to negative outcomes or perpetuate an expectation of adaptation to



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others' expectations which reduces autistic individuals' self-esteem

Hull, L., Petrides, K.V. & Mandy, W. The Female Autism Phenotype and Camouflaging: a Narrative Review. *Rev J Autism Dev Disord* (2020).
<https://doi.org/10.1007/s40489-020-00197-9>

Autistic traits in adults who have attempted suicide

“There are several reasons why elevated autistic traits may be associated with suicidal thoughts and behaviour in people with or without a diagnosis of autism... **camouflaging**’ of autistic characteristics to fit in in social situations”

Richards, G., Kenny, R., Griffiths, S. et al. Autistic traits in adults who have attempted suicide. *Molecular Autism* 10, 26 (2019).
<https://doi.org/10.1186/s13229-019-0274-4>

Understanding the Reasons, Contexts and Costs of Camouflaging for Autistic Adults

Camouflaging entails ‘masking’ in or ‘passing’ social situations. Research suggests camouflaging behaviours are common in autistic people, and may negatively impact mental health including **higher rates of anxiety and depression, identity confusion.**

Cage, Eilidh, and Zoe Troxell-Whitman. “Understanding the Reasons, Contexts and Costs of Camouflaging for Autistic Adults.” *Journal of autism and developmental disorders* vol. 49,5 (2019): 1899-1911. doi:10.1007/s10803-018-03878-x
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6483965/>

Compensatory strategies below the behavioural surface in autism: a qualitative study

The findings suggested that there are multiple compensatory strategies with distinct characteristics, individual and environmental factors that modulate compensatory strategy use and success, positive (social relationships, independence, employment) and negative (poor mental health, late diagnosis) outcomes associated with compensatory strategy use.

The Lancet Psychiatry - VOLUME 6, ISSUE 9, P766-777, SEPTEMBER 01, 2019.
[https://doi.org/10.1016/S2215-0366\(19\)30224-X](https://doi.org/10.1016/S2215-0366(19)30224-X)

Risk markers for suicidality in autistic adults

Results A majority of autistic adults (72%) scored above the recommended psychiatric cut-off for suicide risk on the SBQ-R; significantly higher than general population (GP) adults (33%). After statistically controlling for a range of demographics and diagnoses, ASC diagnosis and self-reported autistic traits in the general population significantly predicted suicidality. In autistic adults, non-suicidal self-injury, **camouflaging**, and number of unmet support needs significantly predicted suicidality.

Cassidy, S., Bradley, L., Shaw, R., & Baron-Cohen, S. (2018). Risk markers for suicidality in autistic adults. *Molecular Autism*, 9.
<https://www.ncbi.nlm.nih.gov/pubmed/30083306>

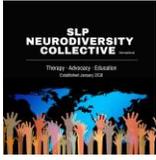
Experiences of Autism Acceptance and Mental Health in Autistic Adults

... showed that autism acceptance from external sources and personal acceptance significantly predicted depression. Further analyses suggested that experiences of “camouflaging” could relate to higher rates of depression.

Cage, Eilidh et al. “Experiences of Autism Acceptance and Mental Health in Autistic Adults.” *Journal of autism and developmental disorders* vol. 48,2 (2018): 473-484. doi:10.1007/s10803-017-3342-7
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5807490/>

Good social skills despite poor theory of mind: exploring compensation in autism spectrum

IQ, EF and anxiety appear to be implicated in the processes by which certain autistic young



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people can compensate for their underlying ToM difficulties. This tendency to compensate does not appear to reflect the severity of 'hit' for ASD per se, **suggesting that well-compensated individuals are not experiencing a milder form of ASD.** ...poor mental health outcomes associated with compensatory strategy use.

Lucy Anne Livingston, Emma Colvert, Patrick F. Bolton, & Francesca Happé (2018). Good social skills despite poor theory of mind: exploring compensation in autism spectrum disorder. In Journal of child psychology and psychiatry, and allied disciplines.
<https://www.ncbi.nlm.nih.gov/pubmed/29582425>

Putting on My Best Normal: Social Camouflaging in Adults with Autism Spectrum Conditions

Pretending to be 'normal' during social interaction is mentally tiring and stressful.

Hull, Laura et al. "Putting on My Best Normal": Social Camouflaging in Adults with Autism Spectrum Conditions." Journal of autism and developmental disorders vol. 47,8 (2017): 2519-2534. doi:10.1007/s10803-017-3166-5
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5509825/>

Suicidal ideation and suicide plans or attempts in adults with Asperger's syndrome attending a specialist diagnostic clinic: a clinical cohort study.

Extremely high prevalence of suicidal ideation (66%) amongst individuals attending an adult ASD clinic, which substantially exceeds estimated figures amongst adults diagnosed in childhood or adolescence.

Cassidy, Sarah & Bradley, Paul & Robinson, Janine & Allison, Carrie & McHugh, Meghan & Baron-Cohen, Simon. (2014). Suicidal ideation and suicide plans or attempts in adults with Asperger's syndrome attending a specialist diagnostic clinic: a clinical cohort study. The Lancet Psychiatry. 1. 10.1016/S2215-0366(14)70248-2.
<https://www.ncbi.nlm.nih.gov/pubmed/26360578>

On Masking Autism - For Further Reading

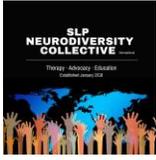
Social camouflaging in autism: Is it time to lose the mask?

For many autistic people, camouflaging is experienced as an obligation, rather than a choice. It is often motivated by a sense of alienation and threat, and frequently represents an attempt to avoid ostracism and attacks. Such findings offer a vivid reminder of the daily challenges autistic people face: they show us the pervasive difficulties of being autistic in a world that is shaped by the non-autistic majority. In qualitative research, autistic people consistently link their camouflaging to experiences of anxiety and depression. One study found that self-reported camouflaging is associated with higher rates of suicidality

Mandy, W. (2019). Social camouflaging in autism: Is it time to lose the mask? Autism, 23(8), 1879-1881. <https://doi.org/10.1177/1362361319878559>
<https://journals.sagepub.com/doi/10.1177/1362361319878559>

Conceptualising compensation in neurodevelopmental disorders: Reflections from autism spectrum disorder.

Individuals diagnosed with ASD in childhood who go on to achieve 'good outcome' have been described as showing remarkable compensation. We do note, however, that the majority of studies into adult outcome thus far rely heavily on definitions of outcome imposed by neurotypicals to neurotypical standards, and may not necessarily reflect the best outcomes as perceived by autistic individuals themselves. These studies to date consider 'good outcome' to



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have occurred, when autistic individuals appear, at least on the surface, to be experiencing a less impairing version of the condition. For example, an individual may be taught to make eye contact without necessarily being able to extract mental state information from that eye contact. ...the task of 'pretending to be normal' during social interaction is mentally tiring and stressful.

Neuroscience & Biobehavioral Reviews. Lucy Anne Livingston. Volume 80, September 2017, Pages 729-742
<https://doi.org/10.1016/j.neubiorev.2017.06.005>

The Art of Stimming: ABA Has Left a Legacy of Traumatized Kids

...but the concept of trying to erase 'autistic' behaviors remains enshrined in too much parenting and therapeutic doctrine. Today, ABA [Applied Behavioral Analysis] therapy typically relies on withholding positive reinforcement until a child stops stimming, makes eye contact, or otherwise performs as desired. 'The stated goal of the founder of ABA was to render autistic children "indistinguishable from [their] peers," she writes. 'Not to support autistic kids, help us learn and grow and become happy and self-determined adults, but to remove all visible signs of autism.'

https://www.madinamerica.com/2018/12/art-stimming-aba-legacy-traumatized-kids/?fbclid=IwAR3TYA4mOSVir_R-4T-3XXqTo_n02AmhDSIIgR5T6pQmOc40OKhKq4csYnA

SENSORY PROCESSING DISORDER

The Importance of Sensory Processing in Mental Health: A Proposed Addition to the Research Domain Criteria (RDoC) and Suggestions for RDoC 2.0

"We identify two missing classes of sensory symptoms that we widely define as (1) sensory processing, including sensory sensitivity and active sensing, and (2) domains of perceptual signaling, including interoception and proprioception, which are currently absent or underdeveloped in the perception construct of the cognitive systems domain."

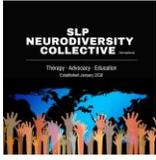
<https://www.frontiersin.org/articles/10.3389/fpsyg.2019.00103/full>

New research reveals that some autistic children (and even autistic adults) cannot learn to self-regulate when overwhelmed with sensory input, and instead, should be supported with both reduced exposure, and with provided supports such as noise canceling headphones to avoid the sensory overload altogether, rather than physically having to tolerate the sensory exposure. (July 29, 2019) "The findings suggest that these autistic children would not benefit from 'exposure therapy,' in which a therapist gradually exposes a person to increasing levels of a troublesome stimulus."

<https://www.spectrumnews.org/news/sensory-overload-in-autism-may-stem-from-hypervigilant-brain/>

"Today, sensitivity to loud noise is just a nuisance for me. Unfortunately, there are some individuals who are never able to do normal activities such as going on a train or shopping in a crowded, noisy supermarket. For example, a study published earlier this year showed that sensory-related behavior limits participation in work, family and leisure activities.

There are some reactions to sensory overstimulation that could be confused with social



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deficits (lack of social skills). Some individuals react to sensory overload by screaming, but others may withdraw." - Temple Grandin

<https://www.spectrumnews.org/opinion/viewpoint/treatments-needed-for-severe-sensory-sensitivity/>

Understanding Sensory Processing Disorder – STAR Institute

“Sensory Processing Disorder or SPD (originally called Sensory Integration Dysfunction) is a neurological disorder in which the sensory information that the individual perceives results in abnormal responses.”

<https://www.spdstar.org/basic/understanding-sensory-processing-disorder>

PROPRIOCEPTION SYSTEM

The proprioception system senses the position, location, orientation, and movement of the body muscles and joints. Proprioception provides us with the sense of the relative position of neighboring parts of the body and effort used to move body parts. If it's in dysregulation, the person does not feel connected to their body.

Dysregulation in proprioception may look like:

- Licking (walls, toys), mouthing objects, eating play-dough or other non-edible items
- Lack of physical boundaries with peers and adults (touching, hugging, kissing, standing too close, breathing on others)
- Running hands on walls while walking
- Falling to floor when overwhelmed, frightened or when experiencing trauma – “grounding”

Proprioceptive Processing Difficulties Among Children With Autism Spectrum Disorders and Developmental Disabilities

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3754787/>

The impact of atypical sensory processing on social impairments in autism spectrum disorder: *Developmental Cognitive Neuroscience*, Volume 29, January 2018, Pages 151-167

<https://www.sciencedirect.com/science/article/pii/S1878929316301736>

Abnormal Pressure Pain, Touch Sensitivity, Proprioception, and Manual Dexterity in Children with Autism Spectrum Disorders - *Neuroplastic Mechanisms Underlying Perceptual and Cognitive Enhancement*: Volume 2016

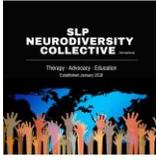
<https://new.hindawi.com/journals/np/2016/1723401/>

The Intense World Theory – a unifying theory of the neurobiology of autism

Frontiers in Human Neuroscience, 21 December 2010

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3010743/>

INTEROCEPTION



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Interoception refers to sensations related to the physiological/physical condition of the body. Interoceptors are internal sensors that provide a sense of what our internal organs are feeling. The ability to adequately sense the physical feelings of hunger, thirst, and the need to urinate are examples of proper interoception function.

Interoception is Impaired in Children, But Not Adults, with Autism Spectrum Disorder
Journal Autism Developmental Disorders 2019;49(9):3625–3637. doi:10.1007/s10803-019-04079-w

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6667420/>

The link between interoceptive processing and anxiety in children diagnosed with autism spectrum disorder: Extending adult findings into a developmental sample Biological Psychology. Volume 136, July 2018, Pages 13-21

<https://www.sciencedirect.com/science/article/pii/S0301051118303235?via%3Dihub>

Body Influences on Social Cognition Through Interoception: Frontiers in Psychology, 10 September 2019

<https://www.frontiersin.org/articles/10.3389/fpsyg.2019.02066/full>

Interoception in Autism Spectrum Disorder: A review. International Journal of Developmental Neuroscience. 2016 Aug;52:104-11. doi: 10.1016/j.ijdevneu.2016.05.001. Epub 2016 Jun 3.

<https://www.ncbi.nlm.nih.gov/pubmed/27269967>

Autism spectrum disorder and interoception: Abnormalities in global integration? Hatfield, T. R., Brown, R. F., Giummarra, M. J., & Lenggenger, B. (2019). Autism spectrum disorder and interoception: Abnormalities in global integration? Autism, 23(1), 212–222.

<https://doi.org/10.1177/1362361317738392>

APPLIED BEHAVIORAL ANALYSIS (ABA)

2019 Department of Defense – “ABA’s effectiveness is unproven”:

On October 25, 2019, the Department of Defense reported to Congress regarding TRICARE, and the effectiveness of ABA treatment for Autism. Based on data outcome measures, 76% of those receiving ABA treatment had no change in symptoms, and 9% WORSENE by more than a full standard deviation. This data reaffirms the November 2018 assertion by Navy Captain Edward Simmer, Chief Clinical Officer of the Tricare Health Plan, that the effectiveness of applied behavioral analysis for autism remains unproven.

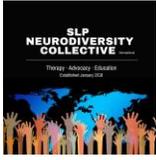
<https://slpndc.org/wp-content/uploads/2020/01/TRICARE-Autism-Report.pdf>

Autism and Behaviorism - New Research Adds to an Already Compelling Case Against

ABA

Alfie Kohn writes and speaks widely on human behavior, education, and parenting. The most recent of his 14 books are SCHOOLING BEYOND MEASURE...And Other Unorthodox Essays About Education (2015) and THE MYTH OF THE SPOILED CHILD: Challenging the Conventional Wisdom About Children and Parenting (2014). Of his earlier titles, the best known are PUNISHED BY REWARDS (1993), NO CONTEST: The Case Against Competition (1986), UNCONDITIONAL PARENTING (2005), and THE SCHOOLS OUR CHILDREN DESERVE (1999).

https://www.alfiekohn.org/blogs/autism/?fbclid=IwAR0zK_z3vw0MxYA88lhLROOL2Ovp2k5TV9S6Bq05nznJlyZ6QUaTbEWuMeA



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WHY CAREGIVERS DISCONTINUE APPLIED BEHAVIOR ANALYSIS (ABA) AND CHOOSE COMMUNICATION-BASED AUTISM INTERVENTIONS

Kupferstein, H. (2019) Why caregivers discontinue applied behavior analysis (ABA) and choose communication-based autism interventions. *Advances in Autism*. doi: 10.1108/AIA-02-2019-0004 <https://www.emerald.com/insight/content/doi/10.1108/AIA-08-2017-0016/full/html>

How much compliance is too much compliance: Is long-term ABA therapy abuse?

Aileen Herlinda Sandoval-Norton & Gary Shkedy | Jacqueline Ann Rushby (Reviewing editor) (2019) How much compliance is too much compliance: Is long-term ABA therapy abuse?, *Journal Cogent Psychology* Volume 6, 2019 - Issue 1. 6:1, DOI: 10.1080/23311908.2019.1641258 Jul 2019. <https://www.tandfonline.com/doi/full/10.1080/23311908.2019.1641258>

Evidence of increased PTSD symptoms in autistics exposed to applied behavior analysis

Kupferstein, H. (2018), "Evidence of increased PTSD symptoms in autistics exposed to applied behavior analysis", *Advances in Autism*, Vol. 4 No. 1, pp. 19-29. <https://doi.org/10.1108/AIA-08-2017-0016>

Should we change targets and methods of early intervention in autism, in favor of a strengths-based education?

Mottron, L. *Eur Child Adolesc Psychiatry* (2017) 26: 815. <https://doi.org/10.1007/s00787-017-0955-5>

Treating self-injurious behaviors in autism spectrum disorder

"Self-injurious behavior is a cry for help." "ABA therapists use an FBA to look at both the antecedent and the consequence of SIBs in order to hypothesize the function of SIBs. It is unclear why one would assume such an assessment/analysis would also be appropriate to assess the thoughts, feelings, and other internal processes that often determine the function of self-injurious behaviors (especially since we know this is the case for SIBs in the non-autistic population). Instead of approaching these SIBs and understanding them the way we understand SIBs in other populations, we have misapplied an FBA in an attempt to measure SIBs despite the fact that it cannot measure such a construct. This makes the assessment unscientific and methodologically flawed."

Gary Shkedy, Dalia Shkedy & Aileen H. Sandoval-Norton | Luca Cerniglia (Reviewing editor) (2019) 01 Nov 2019. *Journal Cogent Psychology* Volume 6, 2019 - Issue 1. 6:1, DOI: 10.1080/23311908.2019.1682766 https://tandfonline.com/doi/full/10.1080/23311908.2019.1682766?fbclid=IwAR2YGh584H_aYsijklem5JQM7GTlsRPa4TselvELYE7IE7rlkSB4RJunvN8&

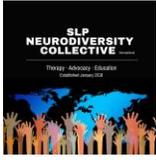
Training by repetition actually prevents learning for those with autism

"It's like they showed 'hyperspecificity' of learning — their learning became fixed and inflexible — since learning the first location adversely influenced their ability to learn the second instance," said Hila Harris, the study's lead author from the Weizmann Institute.

<https://www.cmu.edu/news/stories/archives/2015/october/repetition-and-autism.html>

At The Expense of Joy: Human Rights Violations Against Human Beings With Autism via Applied Behavioral Analysis

In discussing the basis for his treatment, Lovaas wrote of Human Beings with Autism in 1974, "You see- you pretty much start from scratch when you work with the Autistic child. You have a person in the physical sense—they have hair, a nose and a mouth— but they are not people in the psychological sense. One way to look at the job of helping Autistic kids is to see it as a matter of constructing a person. You have the raw materials and you have to build a person"



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(Rekers & Lovaas, 1974). Lovaas, in borrowing the principles from his earlier torture of gay children, began to impose similar strictures on children with Autism, a population which many would argue have an even greater vulnerability.

<https://www.abilitymaine.org/BS2016Fall/%22At-The-Expense-of-Joy%3A-Human-Rights-Violations-Against-Human-Beings-With-Autism-via-Applied-Behavioral-Analysis%22>

FOR FURTHER READING – By Topic

STRENGTH BASED APPROACH

The importance of using child's strengths as a basis for therapy:

Should we change targets and methods of early intervention in autism, in favor of a strengths-based education?

<https://link.springer.com/article/10.1007/s00787-017-0955-5>

Autistic children at risk of being underestimated: school-based pilot study of a strength-informed assessment

Courchesne, V., Meilleur, A.S., Poulin-Lord, M. et al. Autistic children at risk of being underestimated: school-based pilot study of a strength-informed assessment. *Molecular Autism* 6, 12 (2015) doi:10.1186/s13229-015-0006-3

<https://molecularautism.biomedcentral.com/articles/10.1186/s13229-015-0006-3#citeas>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4359559/>

NEUROLOGICAL BASED SCIENCE

Neurological based science vs Behavioral Science:

"Our education system is working from a model that views behaviors in isolation of the child's body, mind and relationships. We can all spread the message about a new paradigm that replaces behavior science with brain-based

informed practices* with compassion at the core." Mona Delahooke, Ph.D.

<https://monadelahooke.com/how-teachers-can-take-a-more-compassionate-approach-to-behaviors>

As of 2015, the National Institute of Mental Health is *no longer funding research based solely on the Diagnostic and Statistical Manual (DSM V), the "bible" of diagnoses. Instead, it is directing research money to studies looking at underlying common pathways across disorders and conditions.

<https://www.nimh.nih.gov/about/directors/thomas-insel/blog/2013/transforming-diagnosis.shtml>

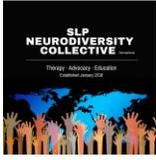
MELTDOWNS

National Autistic Society: Meltdowns

<https://www.autism.org.uk/about/behaviour/meltdowns.aspx>

Autistic Meltdown or Temper Tantrum? Judy Endow, LCSW

<https://ollibean.com/autistic-meltdown-or-temper-tantrum/>



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Autism: A Resource for Professionals & Parents

Understanding Autism, Aggression, and Self-Injury: Medical Approaches and Best Support Practices: Clarissa Kripke, MD, FAAFP.

<http://www.thinkingautismguide.com/2016/08/when-autistic-children-are-aggressive.html>

AGGRESSIVE BEHAVIOR RESOURCES

Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges. By Mona Delahooke, Ph.D. March 19, 2019

Neuroscience-based effective tools and strategies for children labeled with:

- Conduct Disorder
- Oppositional Defiant Disorder (ODD)
- Disruptive Mood Dysregulation Disorder (DMDD)
- Reactive Attachment Disorder (RAD)
- Sensory Processing Disorder (SPD)
- Anxiety & Depression
- Autism & Developmental or Learning Differences

And children who experience or have experienced:

- Aggressive, confusing and unpredictable behaviors
- Tantrums and meltdowns
- Disconnection or shutdown
- Adverse childhood experiences
- Trauma and toxic stress

<https://www.amazon.com/Beyond-Behaviors-Compassion-Understand-Behavioral/dp/1683731190>

The Explosive Child: A New Approach For Understanding And Parenting Easily Frustrated, Chronically Inflexible Children. Ross Greene, Ph.D. May 20, 2014

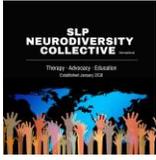
<https://www.amazon.com/Explosive-Child-Understanding-Frustrated-Chronically/dp/0062270451>

We Are Like Your Child - A checklist for identifying sources of aggression

<http://wearelikeyourchild.blogspot.com/2014/05/a-checklist-for-identifying-sources-of.html>

Understanding Autism, Aggression, and Self-Injury: Medical Approaches and Best Support Practices

<http://www.thinkingautismguide.com/2016/08/when-autistic-children-are-aggressive.html?fbclid=IwAR3WS1bEm3pARgb6MucWzE6qc-ks7ibqI03VFMfT-KwCspRfmUUd1xtf9yA>



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AUGMENTATIVE AND ALTERNATIVE COMMUNICATION:

Excellent Cheap Resource: LessonPix - Custom Learning Materials

Over 40,000 Scalable Images. \$36.00/year.

Upload Your Own Pictures. 500+ templates. Pre-made board share access.

<https://lessonpix.com/>

AAC is not just for non-speaking children: AAC can be essential during a crisis (Meltdown, trauma, unexpected event or transition)

ACCESSABLE AAC BILL OF RIGHTS

<https://drive.google.com/file/d/0B2EtLwlnPKiWc2JaeVhQWGx0d0E/view>

There are NO prerequisites to AAC

ASHA:” Prerequisite skills such as understanding of cause and effect and showing communicative intent must be demonstrated before AAC should be considered; individuals with cognitive deficits are not able to learn to use AAC.

Research Findings

Measures of pre-communicative cognitive ability may be invalid for some populations, and research suggests that impaired cognition does not preclude communication (Kangas & Lloyd, 1988; Zangari & Kangas, 1997). Development of language skills can lead to functional cognitive gains (Goossens', 1989).

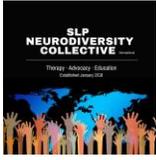
AAC intervention for children with complex communication needs helps develop functional communication skills, promotes cognitive development, provides a foundation for literacy development, and improves social communication (Drager et al., 2010).”

https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589942773§ion=Key_Issues

Access” means having the freedom or ability to have unrestricted use of something. For someone who is dependent on AAC for communication, having continuous AAC access is a human right. National Joint Committee for the Communication Needs of Persons With Severe Disabilities (NJC) position on Access to Communication Services and Supports: Concerns Regarding the Application of Restrictive “Eligibility” Policies.

WHY IDENTITY FIRST LANGUAGE:

“In the autism community, many self-advocates and their allies prefer terminology such as “Autistic,” “Autistic person,” or “Autistic individual” because we understand autism as an inherent part of an individual’s identity — the same way one refers to “Muslims,” “African-Americans,” “Lesbian/Gay/Bisexual/Transgender/Queer,” “Chinese,” “gifted,” “athletic,” or “Jewish.”



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Autism: A Resource for Professionals & Parents

On the other hand, many parents of Autistic people and professionals who work with Autistic people prefer terminology such as “person with autism,” “people with autism,” or “individual with ASD” because they do not consider autism to be part of an individual’s identity and do not want their children to be identified or referred to as “Autistic.” They want “person-first language,” that puts “person” before any identifier such as “autism,” in order to emphasize the humanity of their children.”

Source: Autistic Self-Advocacy Network (ASAN): Lydia Brown originally published this article on their blog Autistic Hoya under the title The Significance of Semantics: Person-First Language: Why It Matters. <https://autisticadvocacy.org/about-asan/identity-first-language/>

Human Rights, Civil Liberties, Autistic Culture:

The Autism Spectrum: Human Rights Perspectives: Pediatrics Official Journal of the American Academy of Pediatrics

April 2018, 141 (Supplement 4) S369-S372; DOI: <https://doi.org/10.1542/peds.2016-4300O>

Social Support, Well-being, and Quality of Life Among Individuals on the Autism Spectrum: Pediatrics Official Journal of the American Academy of Pediatrics April 2018, 141 (Supplement 4) S362-S368; DOI: <https://doi.org/10.1542/peds.2016-4300N>

Abolishing 'normal' and 'abnormal': How the long-marginalized autism community is becoming a bellwether of social change Milwaukee Journal Sentinel Oct. 24, 2019 <https://www.jsonline.com/story/news/solutions/2019/10/24/autism-community-long-marginalized-becoming-agent-social-change/3812459002/>

Quiet Hands – Julia Bascom

<https://juststimming.wordpress.com/2011/10/05/quiet-hands/>

Understanding, attitudes and dehumanisation towards autistic people

August 1, 2019

<https://www.ncbi.nlm.nih.gov/pubmed/30463431>

Autistic Self Advocacy Network

<https://autisticadvocacy.org/about-asan/position-statements/>

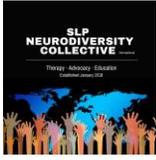
Whose Expertise Is It? Evidence for Autistic Adults as Critical Autism Experts

Frontiers in Psychology 2017; 8: 438. 2017 Mar 28. doi: 10.3389/fpsyg.2017.00438

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5368186/?report=classic>

Autism and the Disability Community: The Politics of Neurodiversity, Causation and Cure

<https://autisticadvocacy.org/2017/02/autism-and-the-disability-community-the-politics-of-neurodiversity-causation-and-cure/>



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The Future (and the Past) of Autism Advocacy, Or Why the ASA's Magazine, The Advocate, Wouldn't Publish This Piece. Disabilities Studies Quarterly (November 2010)
<https://dsq-sds.org/article/view/1059/1244>

HELPFUL ORGANIZATIONS:

SLP Neurodiversity Collective: Education and Therapy pages have resources and research
<https://slpndc.org/>

ASAN Autistic Self Advocacy Network
<https://autisticadvocacy.org/>

First-Hand Perspectives on Behavioral Interventions for Autistic People and People with other Developmental Disabilities
Autistic Self Advocacy Network (ASAN)
<https://autisticadvocacy.org/wp-content/uploads/2017/05/Behavioral-Interventions-Report-Final.pdf>

NeuroClastic: On the right-hand side of their website, they have articles that are informative, helpful and empowering.
<https://neuroclastic.com/>

THINKING PERSON'S GUIDE TO AUTISM - Autism news and resources: from autistic people, professionals, and parents: On the right-hand side of their website, they have articles that are informative, helpful and empowering.
<http://www.thinkingautismguide.com/>

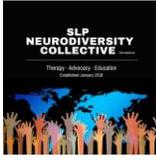
Books:

FREE BOOK: Autistic Community and the Neurodiversity Movement

“This open access book marks the first historical overview of the autism rights branch of the neurodiversity movement, describing the activities and rationales of key leaders in their own words since it organized into a unique community in 1992. Sandwiched by editorial chapters that include critical analysis, the book contains 19 chapters by 21 authors about the forming of the autistic community and neurodiversity movement, progress in their influence on the broader autism community and field, and their possible threshold of the advocacy establishment.”

Editor: Steven K. Kapp

<https://link.springer.com/book/10.1007/978-981-13-8437-0#about>



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Autism: A Resource for Professionals & Parents

NeuroTribes: The Legacy of Autism and the Future of Neurodiversity – by Steve Silberman
A New York Times bestseller. Winner of the 2015 Samuel Johnson Prize for non-fiction. A groundbreaking book that upends conventional thinking about autism and suggests a broader model for acceptance, understanding, and full participation in society for people who think differently.

<https://www.amazon.com/NeuroTribes-Legacy-Autism-Future-Neurodiversity-ebook/dp/B00L9AY254>

Uniquely Human: A Different Way of Seeing Autism Paperback – by Barry M. Prizant
Autism therapy typically focuses on ridding individuals of “autistic” symptoms such as difficulties interacting socially, problems in communicating, sensory challenges, and repetitive behavior patterns. Now Dr. Barry M. Prizant offers a new and compelling paradigm: the most successful approaches to autism don’t aim at fixing a person by eliminating symptoms, but rather seeking to understand the individual’s experience and what underlies the behavior.

https://www.amazon.com/dp/B00P42X22C/ref=dp_kindle-redirect?_encoding=UTF8&btcr=1

Articles:

The Hidden Potential of Autistic Kids: What intelligence tests might be overlooking when it comes to autism – Scientific American

“What this means, she says, is that schools are underestimating the abilities of autistic children all across the spectrum. The widespread use of the WISC in schools has helped set expectations of autistic kids too low—assuming that they will not be able to learn the same things that the average child can. Based on the test results, people come to the conclusion that autistic children cannot learn, when perhaps they do not learn the same way other people do.”

<https://www.scientificamerican.com/article/the-hidden-potential-of-autistic-kids/>

Congress To ‘Combat’ Autism No More

<https://www.disabilityscoop.com/2014/06/12/congress-combat-autism-no/19436/>

How to Be the Teacher Our Autistic Students Need

THINKING PERSON'S GUIDE TO AUTISM September 17, 2019

http://www.thinkingautismguide.com/2019/09/how-to-be-teacher-our-autistic-students.html?fbclid=IwAR2Y8mbrb-zE1B3GF7ZANpAAb5E_F3WedYM8N690BcomUNH4hhvOnm8tk7Q