SAMPLE

A New View of Autism: 5 Principles of Inclusive Practice & Design

LIFT 2020, Brandon, Manitoba
Patty Douglas douglasp@brandonu.ca
Raya Shields

Further Reading and Resources List

Documentaries:

Deej https://www.deejmovie.com/

Unspoken https://www.unspokendoc.com/

Best and Most Beautiful Things http://www.bestandmostbeautifulthings.com/

Wretches and Jabberers https://www.wretchesandjabberers.org/

The Aspects of Talking and How I am Like Moses (Adam's Bar Mitzvah):https://vimeo.com/254603007

S/Pace by Adam Wolfond and Estee Klar: https://vimeo.com/user14085709

Re•Storying Autism in Education www.restoryingautism.com

TV/Films:

Pablo (on Netflix featuring an all autistic voice acting cast)

Loop (Pixar Short film on Disney+)

YouTube:

Ask an Autistic

(Neurowonderful) https://www.youtube.com/playlist?list=PLAoYMFsyj_k1ApNj_QUkNgKC1R5F9bVHs

Rebranding Autism by Jennifer Msumba

https://www.youtube.com/playlist?list=PL-eg4c5CKn6p6GVQ2cwf-85Uflm9EvKIZ

Agony Autie

https://www.youtube.com/c/AgonyAutie/videos

Podcasts:

Anne Borden King's (co-founder of A4A) series Noncompliant https://noncompliantpodcast.com/

Adam Wolfond (nonspeaking autistic teenager) Inter-veiws: A Typing Only Podcast Party https://soundcloud.com/awolfond

For Practitioners:

The Power of Presuming Competence with Non-Speaking AAC Users -Podcast featuring an OT and Autistic activist and author Ido Kedar:https://www.learnplaythrive.com/podcast/episode/1d76f74c/the-power-of-presuming-competence-with-non-speaking-aac-user-ido-kedar

Foundations for Divergent Minds: https://www.divergentminds.org/

CommunicationFirst https://communicationfirst.org/

Blogs:

Ollibean https://ollibean.com/blog/

Real Social Skills https://www.realsocialskills.org/

Autistic Hoya https://www.autistichoya.com/

Respectfully Connected http://respectfullyconnected.com/

Emma's Hope Book: Living Being Autistic https://emmashopebook.com/

Diary of a Mom (more active on FB now) https://adiaryofamom.com/

Intersected: Ability, Race, Color, Religion, National Origin, Gender, Sexual Orientation, Gender Identity http://intersecteddisability.blogspot.com/

Thinking Person's Guide to Autism http://www.thinkingautismguide.com/

Neurodiversity in Relation https://www.esteerelation.com/

Ido in Autismland http://idoinautismland.com/

Parenting Autistic Children with Love and Acceptance https://autloveaccept.wordpress.com/

Ed Wiley Autism Acceptance Lending Library https://neurodiversitylibrary.org/neurodivergent-narwhals/

Ink and Daggers (FB page)

Further Reading:

Armstrong, Thomas. (2012). *Neurodiversity in the classroom: Strengths-based strategies to help students with special needs succeed in school and life*. Alexandria: ACSD.

Cosier, M. & Ashby, C. (Eds.). (2016). *Enacting change from within: Disability studies meets teaching and teacher education*. New York: Peter Lang.

Davidson, J. & Orsini, M. (2013). *Worlds of autism: Across the spectrum of neurological difference*. Minneapolis: University of Minnesota Press.

Nadesan, M. H. (2005). *Constructing autism: Unraveling the 'truth' and understanding the social*. London, England: Routledge.

Runswick-Cole, K., Mallet, R. & Timimi, S. (2017). *Rethinking autism: Diagnosis, identify and Equality*. London: Jessica Kingsley.

Other Books:

Loud Hands: Autistic People, Speaking

Typed Words, Loud Voices

Leaders Around Me: Autobiographies of Autistics who Type, Point, and Spell to Communicate

What Every Autistic Girl Wishes Her Parents Knew

The Weight of All Our Dreams: Living Racialized Autism

I Love Being My Own Autistic Self by Landon Brice

War on Autism: On the Cultural Logic of Normative Violence By Anne McGuire

Authoring Autism: On Rhetoric and Neurological Queerness by Melanie Yergeau

In Way of Music Water Answers Toward Questions Other Than What Is Autism: Poems by Adam Wolfond

Articles:

What is an Ally? By Kassiane S

https://autisticadvocacy.org/2012/10/what-is-an-ally/

Why I left ABA (written by a former ABA therapist):https://sociallyanxiousadvocate.wordpress.com/2015/05/22/why-i-left-aba/

I abused children and so do you (written by a former ABA therapist):https://madasbirdsblog.wordpress.com/2017/04/25/i-abused-children-and-so-do-you-a-response-to-an-aba-apologist/ (edited version)

https://madasbirdsblog.wordpress.com/2017/04/03/i-abused-children-for-a-living/?iframe=true&theme_preview=true (original post)

But it works by Michelle Swan https://hellomichelleswan.com/behaviour-modification-therapy-does-work/

10 Tips to Support Autistic Children by Briannon Leehttp://respectfullyconnected.com/2015/11/10-neurodiversity-friendly/

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=IwAR0I9CTMQWp3BjniI2zg5s0yX-ku0MfsUB8Yg_iOfwsihtsCenXL5irFZrU

Neurodivergent Narwhals:

The Signs of Autism:

https://neurodiversitylibrary.files.wordpress.com/2017/01/the-signs-of-autism.pdf

Therapies for Autistic Children:

https://neurodiversitylibrary.files.wordpress.com/2018/11/when-considering-therapies-for-autistic-children-ask_-what-is-the-desired-outcome_how-are-those-skills-being-taught_.pdf

Talking About How We Talk About Autism:

https://neurodiversitylibrary.files.wordpress.com/2019/06/talkingabouthowwetalkaboutautism.pdf

Behaviour Plan for Autism Professionals:

https://neurodiversitylibrary.files.wordpress.com/2017/01/neurodivergent-narwhals-present-3.pdf

Other Online Resources:

AWNN Autistic Women and Non Binary Network https://awnnetwork.org/

Re•Storying Autism in Education https://www.restoryingautism.com/

Autistics United Canada https://www.autisticsunitedca.org

Autistics for Autistics https://a4aontario.com

Autism Self-Advocacy Network https://autisticadvocacy.org

Neurodiversity in Relation https://www.esteerelation.com/about-neurodiversity-in-relation

Autistic Women's Network https://autismwomensnetwork.org/directory/elizabeth-ibby-grace/

Jim Sinclair Don't Mourn for Us http://www.autreat.com/dont_mourn.html

In My Language https://www.youtube.com/watch?v=JnylM1hI2jc

Autistic Activists (just a few):

Lydia X.Z. Brown (autistic self-advocate, lawyer)

Chloe Rothschild (AAC user and autistic self-advocate)

Amy Sequenzia (AAC user and autistic self-advocate)

Ido Kedar (AAC user, author, and autistic self-advocate)

Naoki Higashida (AAC user and author)

Emma Zurcher-Long (AAC user and autistic self-advocate)

Melanie Yergeau (autistic academic)

Shain Neumeier (autistic self-advocate, lawyer)

Ari Ne'eman (autistic self-advocate)

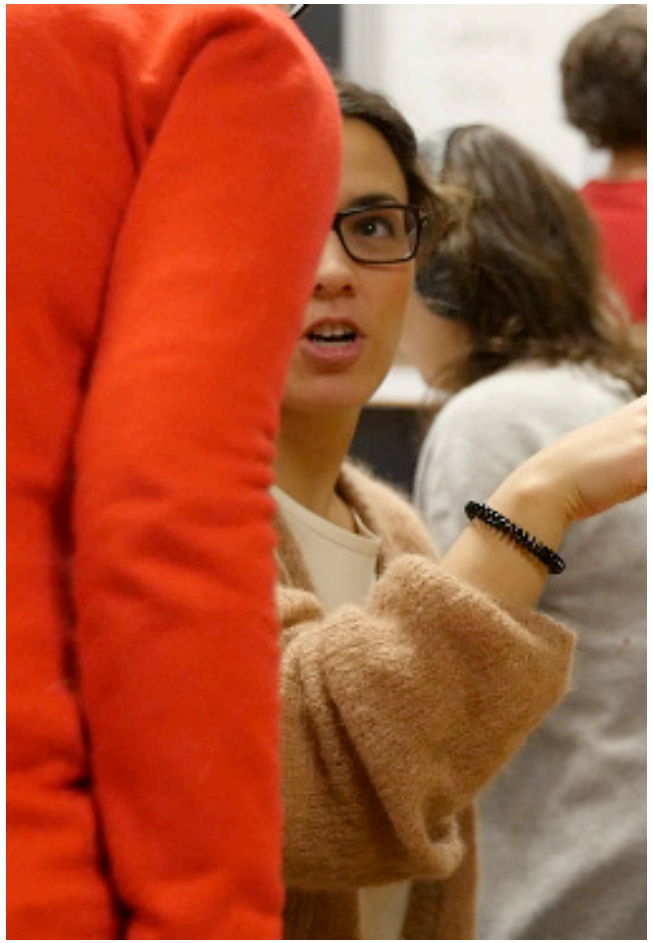
Morenike Giwa Onaiwu (autistic self-advocate)

Cal Montgomery (AAC user and autistic self-advocate)

Ben McGann (types to communicate)

Amythest Schaber (autistic self-advocate)

Re•storying Autism



A New View of Autism

LIFT 2020, BRANDON MB

PATTY DOUGLAS, ASSISTANT PROFESSOR OF EDUCATION, BRANDON UNIVERSITY

RAYA SHIELDS, CYW, MA, TORONTO, ON

Overview of the Workshop

9-10:20

- Introduction & Welcome
- Icebreaker: What's Your Disability Story?
- Making the Mindset Shift: A New View of Autism

BREAK 10 minutes

10:30-11:30

- Making the Link to Practice: 5 Principles of Inclusive Design
- Wrap-up

Brandon U Land Acknowledgement

I respect the treaties that were made on these lands and acknowledge that Brandon University is located on Treaty 2 Lands, the traditional homelands of the Dakota, Anishanabek, Oji-Cree, Cree, Dene and Metis peoples.

A territorial or land acknowledgement is an act of reconciliation that involves making a statement recognizing the traditional territory of the Indigenous people who called the land home before the arrival of settlers, and in many cases Indigenous people still do call it home.

~Indigenous Peoples Centre, BU

Access on Zoom

I invite you to access the online space we are gathered in whatever way you need :

- Feel free to come on and off camera
- You can change your name (three little dots) and include your pronouns
- You can participate using the chat or emojis (chat and tech monitor Madeleine)
- Feel free to get up and move around, knit or whatever you need
- You can turn on or turn off live captioning

Patty Douglas (douglasp@brandonu.ca)

- I lead several research projects about autism, disability and inclusion in Brandon, nationally and internationally
- Former special education teacher
- Mother of two sons, one of whom attracted the label of autism
- Neurodivergent

Project targets early childhood services

Brandon University will host an event this evening to talk about a new research project being done on early childhood disability services.

The project will see BU partner with Ryerson University and the Brandon Friendship Centre on a national seven-year research venture, called Inclusive Early Childhood Service Systems (IECSS).

The event will be held in the He Oyate Tawapi Ceremony Room, located on the first floor of the Health Studies Complex at BU, from 6 to 7:30 p.m.

Patty Douglas, BU's lead on the project, will be joined by project director and creator Kathryn Underwood of Ryerson University and Brandon Friendship Centre executive director Gail Cullen.

Elder Frank Tacan, BU dean of education and association vice-president research Heather Duncan, and daycare staff from the BFC will also attend.

"I am very excited Brandon University was chosen as one of the research sites for this important national partnership and look forward to learning more from families about their experiences," said Douglas, an assistant professor in the faculty of education at BU, in a news release.

"The Brandon Friendship Centre will bring years of experience and system knowledge to the project about meeting the needs of families and children and incorporating Indigenous perspectives into service provision in the province. The Brandon site of the Inclusive Early Childhood Service Systems project will contribute a unique perspective in terms of families and understandings of disability within a small prairie urban centre services hub where service gaps and long waiting lists are common."

The goal of the project will be to improve early childhood services by understanding the experiences of families with young children who have disabilities during their earliest experiences in the system.

Nearly 30 researchers and 15 partner organizations from eight communities across Manitoba, Ontario, British Columbia and the Northwest Territories will be involved, conducting more than 900 interviews with families over a six-year period.

» The Brandon Sun

Patty Douglas, an assistant professor in the faculty of education at Brandon University, will be working on a national multi-year research project on early childhood disability services, together with Ryerson University and the Brandon Friendship Centre. *(Submitted)*

Raya Shields (rayashields@hotmail.com)

- Autistic
- Collaborator on the Re•Storying Autism project
- Child and youth worker
- Masters of Arts in Critical Disability Studies

The Re•Storying Autism Project

The project brings together autistic people, family members, educators, practitioners and artists across Manitoba, Ontario and England to re-story autism and rethink policy and practice.

www.restoryingautism.com

Re•storying Autism

Over the next four years, in Manitoba, Ontario and internationally we are:

- Talking with people about their experiences of inclusion and belonging in schools (over 70 interviews so far)
- Making short films and other art with people about their experiences (35 films and a zine in progress so far!)
- Giving PD sessions, hosting community arts events, and developing curriculum

Everyone has a disability story.

What's your (disability) story?

You'd never believe me...

I dream...

Why...

What makes me angry is...

What if I knew...

They told me...

What I understand now.../If I only knew then

The Stories We Tell About Autism

"What autism provided was a discursive framework, a lens through which others could story my life. My hand and full-body movements became self-stimulatory behaviours; my years long obsession with maps and the Electric Light Orchestra became perseverations; my repetition of lines from the movie Airplane! Became echolalia. My very being became a story, at text in dire need of professional analysis. This, my body, this was autism – and suddenly, with the neuropsychiatrist's signature on my diagnostic papers, I was no longer my body's author." – pp 1.

~Melanie Yergeau, *Authoring Autism*, 2018

Habits are Cantankerous by Adam Wolfond

I am **angry** about people/Not really nasty but they are/Mean about the way I move/I want to say that I am /**Cantankerous about the way people think about me**/Habits are my way in movement/And sometimes I feel like using them/To make bandwidth of thinking/About how some habits can't be changed/I want bandwidth to the larger/**Acceptance** of my movements/**To think about how you are with autistic people**/I think about how people are **different/And I want to be/The talking non-speaker who tells/People wanting answers**/And I want to always say that I want/People to **be pleased with difference**

Guiding Thoughts

Anger about current ways of thinking about and supporting autistic people

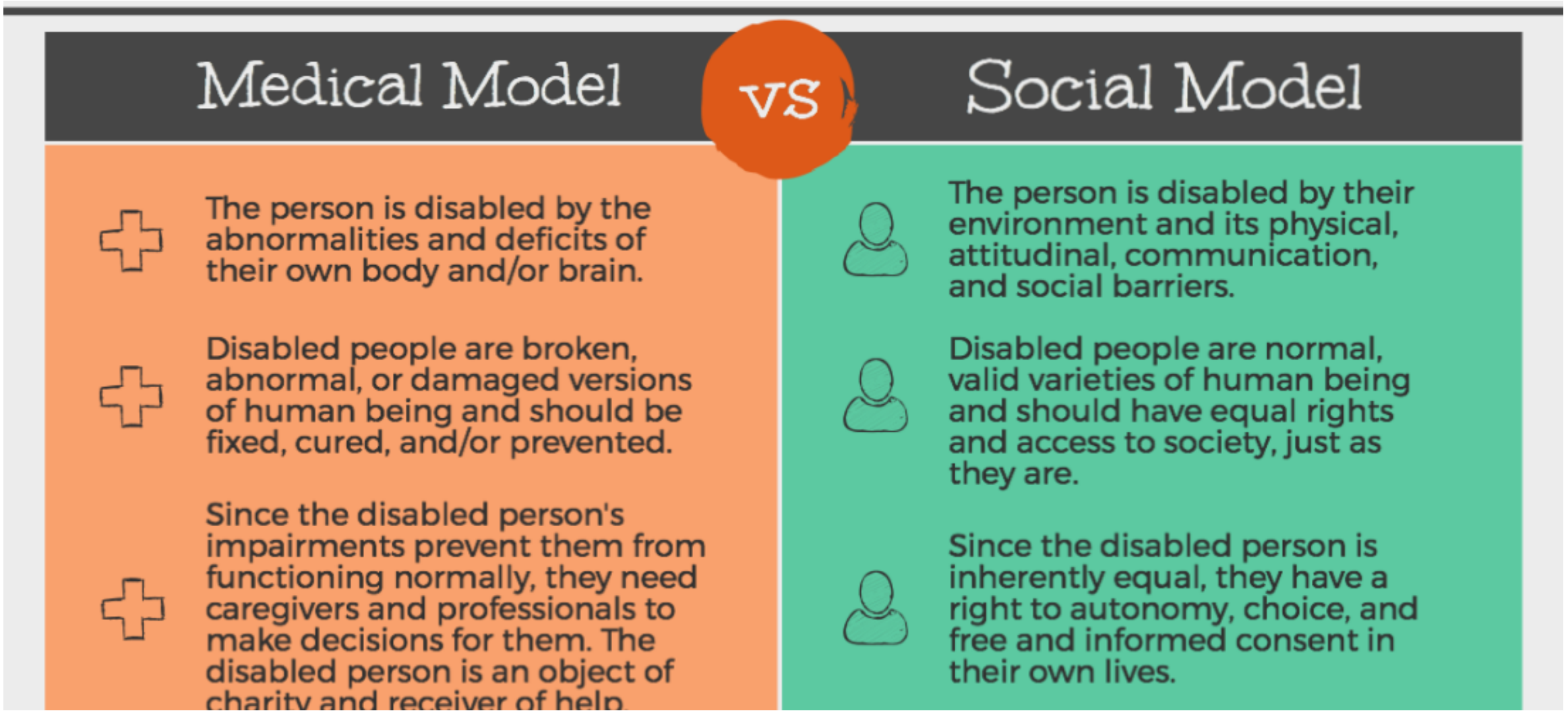
The importance of acceptance of different ways of being in the world – a desire for difference

Harmful narratives that professionals perpetrate about what autism is and what it means to be autistic (will show some examples in the clips to come)

The necessity of autistic people as the narrators of our own experience – we want to be the ones to define what autism is and is not and the supports we need to succeed in a world that is not designed with autistic people in mind.

Examining the Stories we Tell about Autism:

SOCIAL VS MEDICAL MODEL OF DISABILITY


Medical Model
vs
Social Model
The person is disabled by the abnormalities and deficits of their own body and/or brain.
Disabled people are broken, abnormal, or damaged versions of human being and should be fixed, cured, and/or prevented.
Since the disabled person's impairments prevent them from functioning normally, they need caregivers and professionals to make decisions for them. The disabled person is an object of charity and receiver of help.
The person is disabled by their environment and its physical, attitudinal, communication, and social barriers.
Disabled people are normal, valid varieties of human being and should have equal rights and access to society, just as they are.
Since the disabled person is inherently equal, they have a right to autonomy, choice, and free and informed consent in their own lives.

The Medical Model of Disability

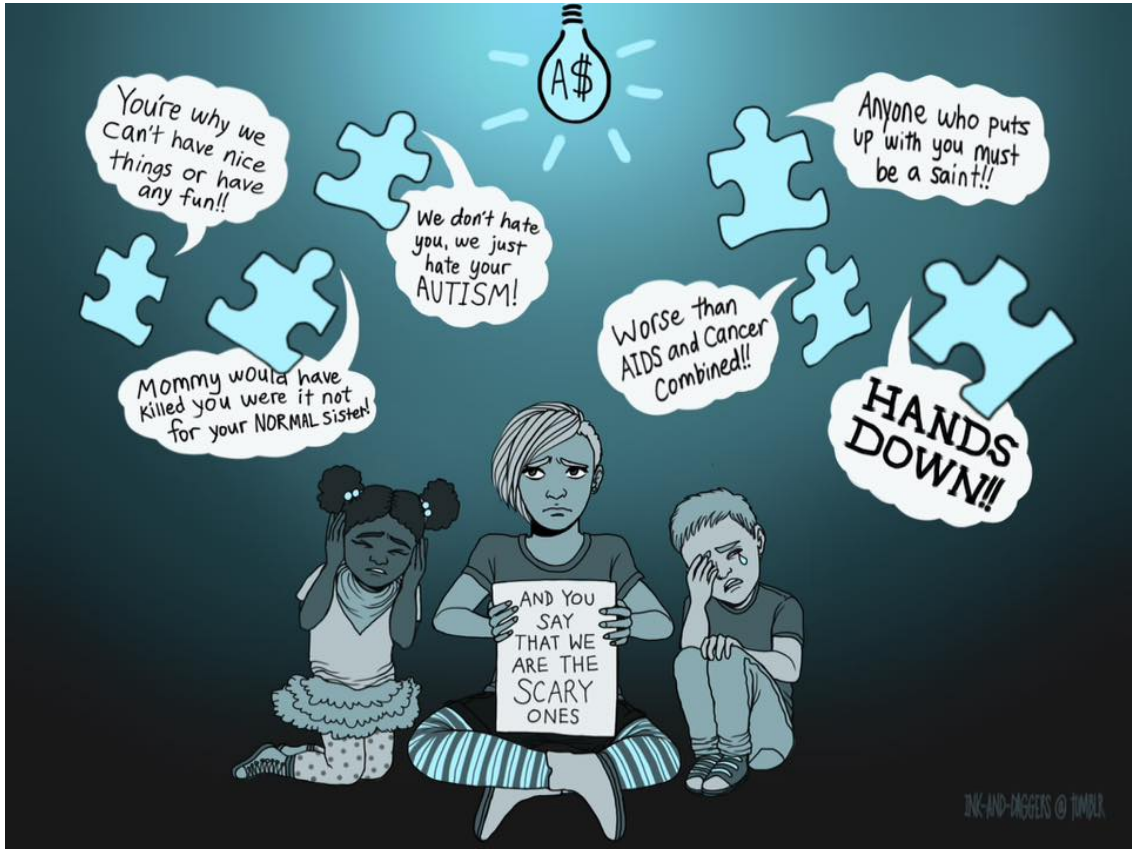
Deficit-based

Locates disability inside individual bodies and brains

Treats disabled people as damaged, broken, wrong (i.e. a "normal child trapped in the shell of autism")

Disabled person is seen as in need to treatment, intervention, cure

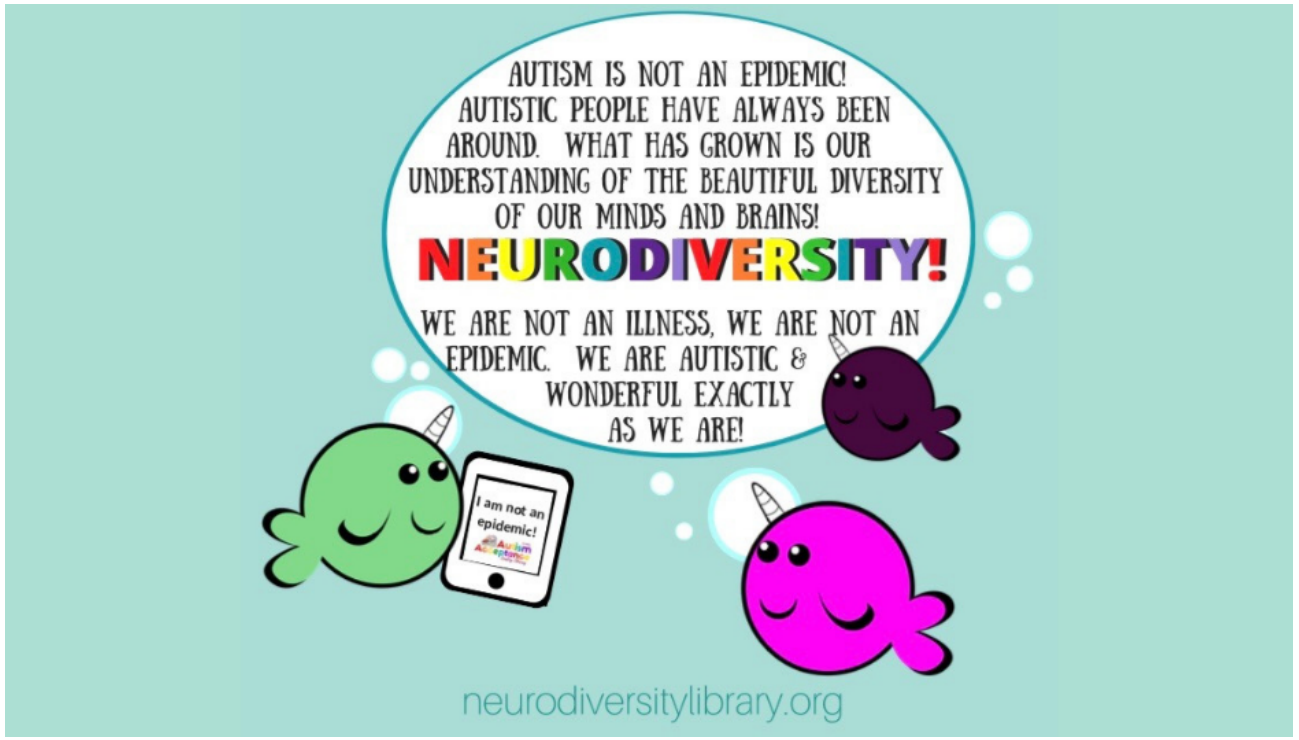
The autistic/disabled person is the object of charity



Artwork by Meredith Ultra at Ink & Daggers

The Social Model of Disability

- looks at disability and impairment as distinct
- Impairment would be the neurological difference
- Disability occurs because of social, attitudinal, physical barriers that prevent autistic people from participating fully in our communities
- Autistic people considered to have a neurology that is valid but different from non-autistic people
- The social model asserts that disabled people should have equal rights and access just as we are without being cured, fixed, and prevented or the objects of intervention
- Stresses rights to autonomy, choice, and consent



Artwork by neurodiversitylibrary.org

I am Autism (Autism Speaks)

We have your son.

We will make sure he will not be able to care for himself or interact socially as long as he lives.

This is only the beginning.

Autism

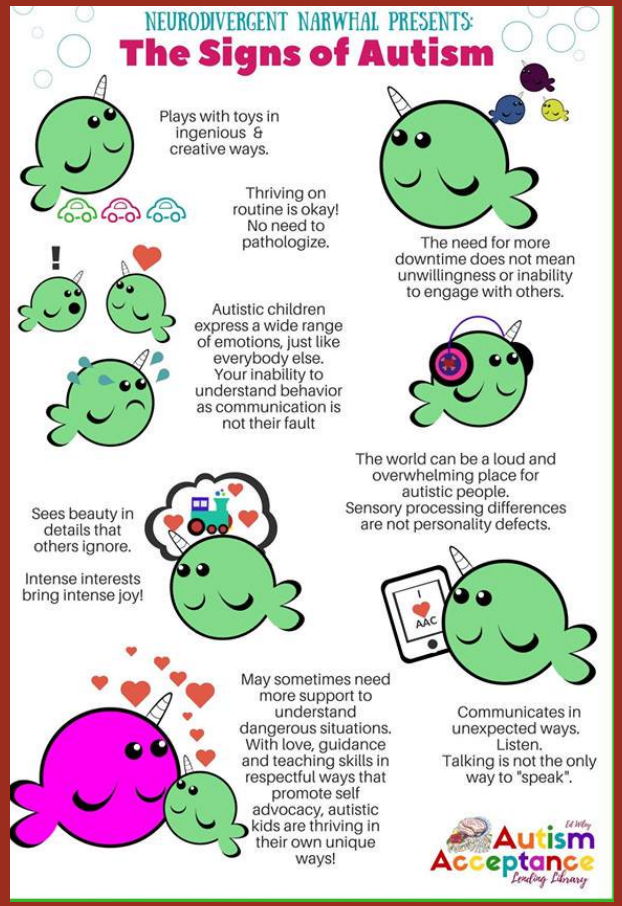
Welcome to the Autistic Community (ASAN)

Reflection Activity – Break Out Rooms

Q: How does each clip make you feel about autism? What is the "take away" from each clip?

Q: Who is narrating each clip (who is telling the story)? How do the messages differ?

So what is autism (according to autistic people)?



- A naturally occurring variant in human neurology

- A disability

- Autistic brains process information differently than non autistic brains, and this means that we experience the social, emotional, behavioural, sensory, and cognitive aspects of the world differently

Making the Link to Practice

FROM THE RESEARCH

Principles of Inclusive Practice & Design I

BEGIN FROM THE PERSPECTIVE OF PEOPLE WITH DISABILITIES

Tips for Teachers :

- Learn from autistic people about autism (check out the many resources and readings in our "Further Reading" handout)
- Become an ally - volunteer at local and online events (help with promotion, come to events and protests)

IF YOU ARE NOT AUTISTIC, YOU ARE NOT AN AUTISM EXPERT!
neurodiversitylibrary.org

Principles of Inclusive Practice & Design II

douglasp@brandonu.ca
© Re•Storying Autism in Education

Re•storying Autism

BRANDON UNIVERSITY

The Best and Most Beautiful Things

In your break-out room:

I. Identify points in the video clip where competence was not presumed

II. What might it mean to presume competence in practice?

III. Have a sentence or two ready to share afterward

What Does Presuming Competence Look Like in Practice?

- Treats the child with **respect** (does not belittle the child, speak below the child's chronological level ("Good boy!"), invade a child's personal space without consent (i.e. no hand-over-hand or moving a child's body if they do not immediately "comply")
- Exposes ALL children, regardless of their ability to communicate verbally, to academic material and experiences that other children their age have access to (i.e. to inclusive classrooms with support, to the content other children their age have access to)

Presuming Competence

Encourage literacy and numeracy (even if it appears to the NT that the autistic child is not interested) and provide access to AAC

Assume an autistic person has the capacity to think, learn, and understand—even if it doesn't seem that way to the NT

Assume autistic people are inherently capable; we just need the right supports and systems to help us succeed.

Principles of Inclusive Practice & Design III

IMAGINE THE POSSIBILITIES

Discussion question for break out rooms: Where can *you* Imagine the Possibilities?

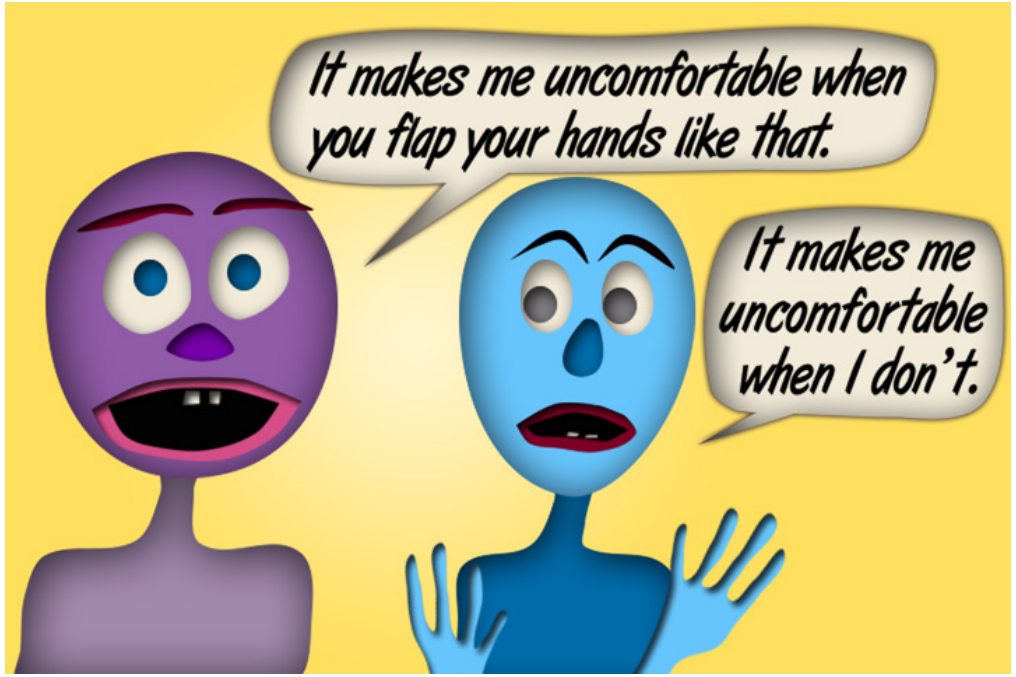
(you could be thinking about classroom profiles, IEPs, communication plans, behaviour and safety plans, push in/push out models of support)

What does respectful engagement look like?

Honors a child's interests or ways of being (i.e. stimming) without using them as "rewards" or co-opting them to teach more "typical" behaviours (i.e. doesn't make a child earn a break to flap or pace or reward a child with a fav item or topic for displaying a non-autistic behavior (i.e. eye contact)

Accepts the child as an autistic person, does not expect or hope the child will become a non-autistic version of themselves

Finds **mutual joy** in shared activities, including activities that might seem strange to NTs (i.e. staring at ceiling fans together, lining up toys together)



Respectful Engagement

Teaches useful **skills necessary for all children** (safety, life skills, academics, communicating emotions, etc.) NOT "skills" designed to make a child look/act NT (i.e. eye contact, sitting still, compliance-based tasks)

The **relationship** is not dictated by tokens, reward charts, and other compliance-based methods

Teach children that they can say **"no"** and that this will be respected

Celebrates the unique way the autistic child interprets and responds to the world (hey – it can be super cool!) while also providing support for inaccessible environments (i.e. sensory breaks, headphones, fidgets, etc.)

Artwork by Ink & Daggers

Principles of Inclusive Practice & Design IV

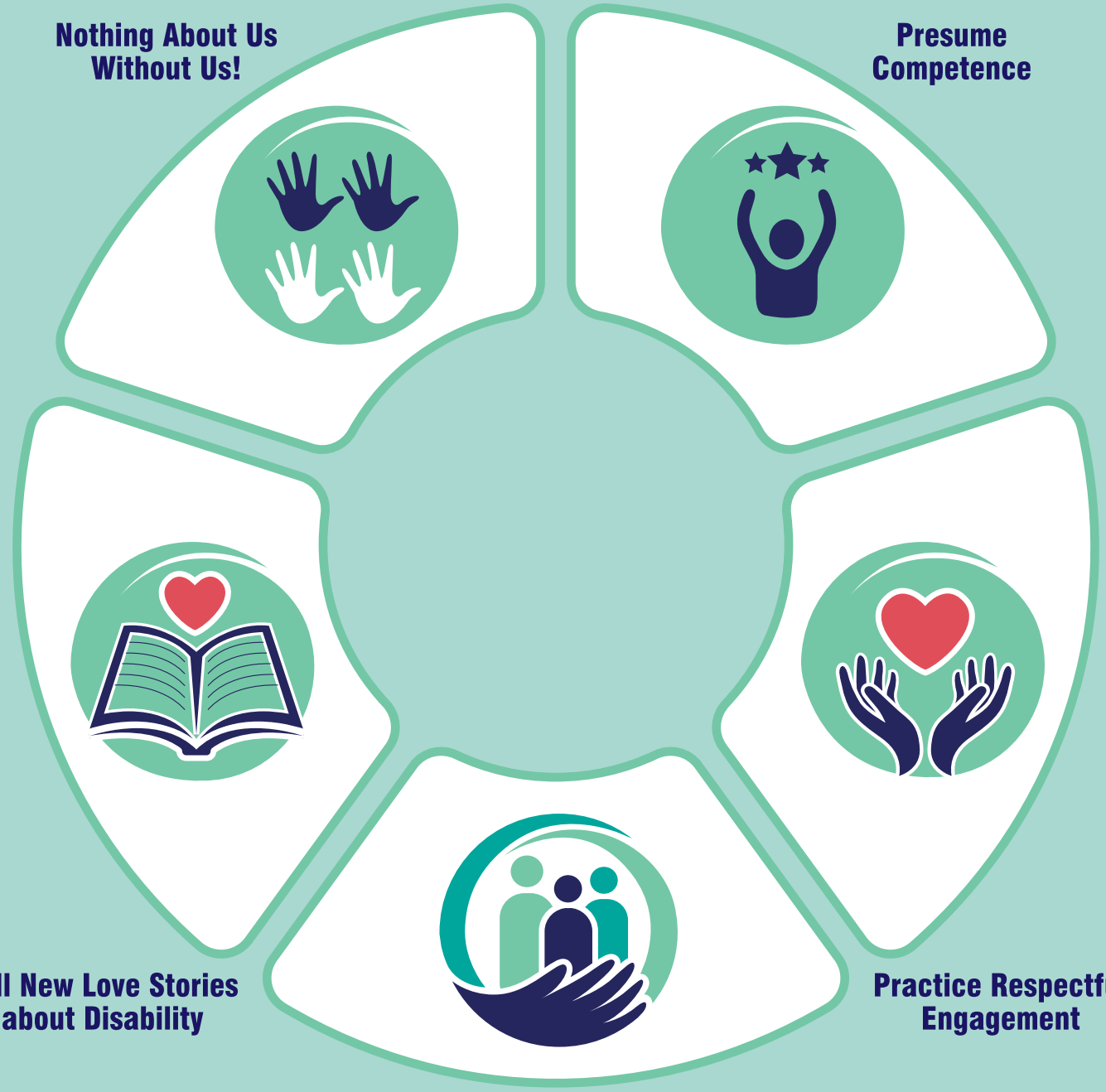
Principles of Inclusive Practice & Design V

Thank you!

douglasp@brandonu.ca

www.restoryingautism.com

5 Principles of Inclusive Practice & Design



douglasp@brandonu.ca
© Re•Storying Autism in Education

Re•storying Autism

BRANDON UNIVERSITY

Nothing About Us Without Us!

douglasp@brandonu.ca
© Re•Storying Autism in Education

Re•storying Autism

BRANDON UNIVERSITY

Presume Competence

douglasp@brandonu.ca
© Re•Storying Autism in Education

Re•storying Autism

BRANDON UNIVERSITY

Practice Respectful Engagement

douglasp@brandonu.ca
© Re•Storying Autism in Education

Re•storying Autism

BRANDON UNIVERSITY

Turn to Family as a Source of Knowledge about Inclusion

douglasp@brandonu.ca

© Re•Storying Autism in Education

Re•storying Autism

BRANDON UNIVERSITY

Tell New Love Stories about Disability

douglasp@brandonu.ca

© Re•Storying Autism in Education

Re•storying Autism

BRANDON UNIVERSITY