Autistics Present Symposium: Foundations for Divergent Minds

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# Welcome and Opening Keynote:

# You Need Us: Centering Our Value is a Must in Evidence Based Practices

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**TRANSCRIPT**

>> SARA: PEOPLE WHO ARE GETTING HERE, WE'RE GOING TO START IN 2 MINUTES JUST TO GET PEOPLE A MOMENT TO CATCH THEIR BREATH THIS MORNING AND SIGN ON.

SO, HANG OUT FOR A COUPLE OF MINUTES AND THEN WE WILL GET GOING.

I SEE A LOT OF PEOPLE I RECOGNIZE ON HERE.

WELCOME TO YOU AND WELCOME TO PEOPLE I DON'T RECOGNIZE.

SO HAPPY THAT YOU COULD JOIN US.

YES, THE WEBINAR IS GOING TO BE RECORDED.

OKAY, AND WE ARE GOING TO -- IF YOU HAVE QUESTIONS PLEASE PUT THEM IN THE Q&A BECAUSE AS WE GET GOING WE WON'T SEE THE CHAT.

PLEASE PUT YOUR QUESTIONS IN THE Q&A.

I'M GOING TO ASK THAT YOU DON'T USE THE RAISE HAND FEATURES BECAUSE IT WILL LIKELY DISTRACT OUR PRESENTERS.

IF SOMEONE CAN PUT THE LINK FOR THE CLOSED CAPTIONING IN THE CHAT FOR EVERYONE, THAT WOULD BE FANTASTIC.

AND WE ARE GOING TO GET GOING.

THANK YOU FOR DOING THAT, JESSE GARDNER.

I AM SARA SANDERS GARDNER.

BEHIND ME IS A SCREEN THAT IS NOT REALLY MY REAL BACKGROUND, BUT IT'S A BACKGROUND SHOWING THE BELLEVUE BUILDING.

IT SAYS BELLEVUE ON IT IN SILVER LETTERS.

IN FRONT OF THE BUILDING IS OUR FOUNDING CALLED RAGING RIVERS FOUNTAIN.

THERE'S A LITTLE BIT OF WATER COMING UP IN THE FOUNTAIN AND APRIL OF WATER AND GREENERY BEHIND IT.

I AM A FEMALE PRESENTING PERSON.

I HAVE A SHORT LIGHT BROWN HAIR WITH BLACK GLASSES AND I'M WEARING A BLACK T-SHIRT WITH A STRIPED SHIRT OVER IT.

I'M GOING TO SHARE MY SCREEN AND WE WILL GET STARTED.

SO, THE FIRST THING I WANTED TO SAY IS PLEASE AVOID FLASH PHOTOGRAPHY.

WE HAVE GOT A PICTURE HERE OF A LIGHTNING BOLT AND THE UNIVERSAL SIGN FOR NO ACROSS IT.

A RED CIRCLE WITH A LINE THROUGH IT.

NO FLASH PHOTOGRAPHY PLEASE WHILE OUR PANELISTS ARE SPEAKING, WHILE ANYONE IS SPEAKING BECAUSE THAT COULD BE A PROBLEM FOR SOME OF OUR PARTICIPANTS OR OUR PANELISTS.

JESSE, I AM NOT SEEING THE PINNED PEOPLE I DON'T KNOW WHAT OUR GUESTS ARE SEEING.

GUESTS WHO ARE USING ASL INTERPRETERS, PLEASE LET ME KNOW IF YOU ARE SEEING THE CORRECT VIEW I HIGHLIGHTED ON THE SIDE OR IF YOU ARE SEEING ALL OF THE PANELISTS.

SO, YOU HAVE ARRIVED AT THE RIGHT PLACE.

IF YOU ARE AT THE AUTISTICS PRESENT SYMPOSIUM: FOUNDATIONS FOR DIVERGENT MINDS WHERE WE ARE GOING TO BE EXPLORING ALTERNATIVES TO ABA WHEN RAISING CHILDREN, INTERACTING WITH AUTISTIC PEOPLE AT ANY STAGE IN LIFE.

ON THIS SLIDE WE HAVE BEAUTIFUL DOTS AT THE TOP THAT LOOKED KIND OF LIKE A THEATER SCREEN OPENING DESIGNED BY LEE WILEY AND OTHER BOTTOM WE HAVE A CARTOON DRAWING OF LOTS AND LOTS OF DIFFERENT PEOPLE. ALL DIFFERENT HEIGHTS AND SKIN TONES AND HAIR.

ALTHOUGH, I WILL SAY MOST OF THE FEMALE PRESENTING ONCE HAVE HAIRBANDS ON FOR SOME REASON.NOT REALLY SURE WHY.

THE NEXT THING WE ARE GOING TO DO, AND FOR THIS I WOULD LIKE YOU TO USE IF YOU WOULD LIKE TO THE CHAT FEATURE.

WE ARE GOING TO ACKNOWLEDGE NOT ONLY NATIVE PEOPLES, BUT NATIVE LANDS AND WE ARE GOING TO -- SORRY, YES NATIVE PEOPLES AND NATIVE LANDS.

AND WE ARE GOING TO PAUSE FOR A MOMENT AND THINK ABOUT THE COLONIZATION THAT IS STILL HAPPENING TO THIS DAY AND THE PUBLIC SPACES THAT ARE BEING USED.

AND BECAUSE THIS IS A VIRTUAL EVENT, WE ARE IN ALL SORTS OF DIFFERENT SPACES.

AND SO, IF YOU DO NOT KNOW THE LAND THAT YOU ARE ON, THIS LINK -- JESSE, IF YOU COULD PUT THAT IN THE CHAT.

TAKES YOU TO A LINK WHERE YOU CAN PUT IN YOUR ZIP CODE, OR IF YOU ARE OUTSIDE THE US THERE'S OTHER PLACES YOU CAN GO TO FIND OUT THE LAND YOU ARE ON.

BUT WHAT WE ARE GOING TO DO IS PLEASE PUT THE LAND THAT YOU ARE ON IN THE LINK IN THE CHAT AND WE ARE JUST GOING TO TAKE A MOMENT TO PAUSE AND THINK ABOUT HOW WE ARE USING AND HONORING THE LAND AND THE PEOPLES OF THIS NATION OR THE NATION WHERE YOU ARE.

SO, I WILL SAY THAT CURRENTLY WHERE I AM PRESENTING FROM WE ARE OCCUPYING THE LAND OF THE COAST SALISH, DUWAMISH, AND STILLAGUAMISH NATIONS.

AND I AM COMMITTED TO, OUR PROGRAM AND COLLEGE IS COMMITTED TO DOING WHAT WE CAN TO USE RESTORATIVE PRACTICES AND LIFT UP THE VOICES AND SUPPORT NATIVE PEOPLES IN OUR WORK.

SO, I CAN'T SEE THE CHAT. LET ME SEE IF I CAN PULL UP THE CHAT.

YES, THANK YOU. THIS IS REALLY LOVELY.

OH, WE HAVE PEOPLE FROM LOTS OF DIFFERENT PLACES.FANTASTIC.

THANK YOU FOR PARTICIPATING IN THIS. THIS IS REALLY NICE TO SEE.

THAT EVERYONE KNOWS WHERE THEY ARE FROM OR IS LOOKING IT UP.

WE ARE JUST GOING TO PAUSE A FEW MOMENTS UNTIL PEOPLE HAVE A CHANCE TO FILL THIS IN.

I'M GOING TO READ WHAT JENNIFER WROTE.

I'M ON THE COAST SALISH, DUWAMISH LAND AND COMMIT HONORING THE VALUES, HISTORY, AND CURRENT MOVEMENTS OF INDIGENOUS COMMUNITIES.

THANK YOU, JENNIFER. JENNIFER IS FACULTY AT BELLEVUE COLLEGE.

OKAY. THANK YOU, EVERYONE.

PLEASE FEEL FREE TO CONTINUE PUTTING THINGS IN THE CHAT.

WE ARE GOING TO CLOSE THE CHAT IN ABOUT 4 MINUTES SO PEOPLE WILL NO LONGER BE ABLE TO USE THE CHAT, BUT YOU WILL STILL BE ABLE TO PUT QUESTIONS IN THE Q&A.

AND THE PICTURE THAT WE HAVE ON THIS PAGE IS A BEAUTIFUL PHOTOGRAPH OF PINE TREES, EVERGREEN TREES ON THE LEFT-HAND SIDE, AND THEN A BODY OF WATER, A LAKE I IMAGINE.

AND THEN ON THE RIGHT-HAND SIDE ARE SOME ROCK FORMATIONS THAT ARE ALMOST MOUNTAINS.

MAYBE SOME LARGE HILLS COVERED WITH A LITTLE BIT OF SNOW AND BEAUTIFUL BLUE SKY WITH SOME WISPS OF CLOUDS IN THE AIR.

IT LOOKS VERY PACIFIC NORTHWEST.

IF YOU'VE BEEN HERE, YOU WOULD RECOGNIZE IT.

I DON'T KNOW THE SPACE THAT IT IS.

IT COULD ALSO BE ALASKA.

I'M NOT SURE WHERE THIS PICTURE WAS TAKEN.

I DO WANT TO THANK OUR COHOST, THE AUTISTIC WOMEN AND NONBINARY NETWORK. THEY HAVE BEEN OUR COHOST FOR SEVERAL YEARS NOW AND THEY SUPPORT US FINANCIALLY IN THIS SYMPOSIUM, AS WELL AS HELPING US GET THE WORD OUT AND CERTAINLY GIVING US LOTS OF HELP IN CHOOSING SPEAKERS, ETC. EVERY KEYNOTE AND WORKSHOPS PROVIDED BY FOUNDATIONS FOR DIVERGENT MINDS, AND YOU WILL GET TO HEAR LOTS AND LOTS FROM THEM TODAY.

AND I HOPE THAT YOU WILL ALSO SEEK OUT FURTHER INFORMATION FROM THEM. OUR PARENT PANEL WAS ORGANIZED BY THE ED WILEY AUTISM ACCEPTANT LIBRARY. AND OUR AFFICHISTE TODAY ALSO IS LEI WILEY-MYDSKE AND YOU HAVE TO GOOGLE THE WORD AFFICHISTE.

SEARCH IT BECAUSE IT'S A LITTLE THING TO KEEP YOUR MINDS WORKING.

AND THE PICTURE ON THIS PAGE IS A TURQUOISE BAR THAT SAYS THANK YOU ON IT WITH A RED HEART AND CUT OUT HANDS HOLDING THE RED HEART. THAT'S NOT SUPPOSED TO BE THERE.

SO, WITHOUT FURTHER TIME SPENT, WE ARE GOING TO MOVE INTO, I THINK, I DON'T THINK WE HAVE A BREAK RIGHT NOW.

WE ARE GOING TO MOVE INTO OUR KEYNOTE AND HEAR FROM OSWIN LATIMER FROM FOUNDATIONS FOR DIVERGENT MINDS.

KEYNOTE:

>> OSWIN: THANK YOU, SARA.

GIVE ME A SECOND TO SHARE SCREEN AND ALL THAT STUFF.

SO, FIRST SLIDE HAS -- IS IT OKAY IF I DON'T DESCRIBE THE BACKGROUND ON EACH ONE AND JUST SAY THERE'S GOING TO BE COLORS OF RED, ORANGE, BLUE, PURPLE, AND GREEN THAT GO ALONG WITH DIVERGENT MINDS LOGO, BUT MOST OF IT IS DOODLES ON SEPARATE PAGES, SO I WILL BE DESCRIBING ALL THE DOODLES BECAUSE THERE'S A LOT.

AND IS NOT IMPORTANT FOR THE INFORMATION THAT'S BEING COMMUNICATED.

SO, I AM FROM FOUNDATIONS FOR DIVERGENT MINDS.

WE ARE ALL AUTISTIC AND NARROW DIVERGENT ORGANIZATION.

WE HAVE 4 BOARD MEMBERS, AND YOU WILL BE HEARING FROM ALL OF US TODAY.

NOT JUST ME, WHICH I'M VERY HAPPY BEING ABLE TO DO THIS AND I THANK SARA AND NEURODIVERSITY NAVIGATES FOR INVITING US TO DO THIS.

THE SLIDE HAS OUR LOGO WITH A BRAIN WITH 12 DIFFERENT BOX SEGMENTING OFF THE SECTIONS OF THE BRAIN GOING FROM RED, ORANGE, YELLOW, GREEN, BLUE, AND PURPLE WITH AN OVERLAY OF FDM ON THE LAST SET OF 3 BRAIN BLOCKS WITH FDM WITH THE WORDS FOR ORGANIZATION OFF TO THE SIDE.

I AM PRESENTING TODAY.

YOU NEED US: CENTERING OUR VALUES IS A MUST IN EVIDENCE-BASED PRACTICES.

I REALLY WANTED TO DO THIS TODAY BECAUSE I THINK WE OFTEN FORGET WHAT IT IS THAT SHOULD BE DRIVING ALL TREATMENT.

A LITTLE BIT ABOUT ME.

I AM AN AUTISTIC ADULT.

I AM THE FOUNDER AND PRINCIPAL EXECUTIVE OFFER FOR FOUNDATIONS FOR DIVERGENT MINDS.

I'M AN AUTISTIC PARENT OF AUTISTIC CHILDREN.

I HAVE BEEN ACTIVIST FOR OVER 10 YEARS AND I DO CONSULTING WORK ON THE SIDE.

ON THIS SLIDE HAS ABOUT US AND SOME OF THE INFORMATION, AS WELL IS A PICTURE OF ME.

I AM IN NATIVE AMERICAN NONBINARY PERSON OR GENDER QUEER PERSON.

MY PRONOUNS ARE FAE/FAER AND IS HEARKEN BACK TO THE FACT THAT WE ARE CHANGELINGS INTO FAE MYTHOLOGY.

SO, THIS SLIDE HAS A DOODLE GRAPHIC SHOWING A PEN WITH 3 DIFFERENT POINTS WITH THE QUESTION ON THE RIGHT SIDE WHAT ART EVIDENCE-BASED PRACTICES.

ON THE LEFT WE UNDERSTAND THAT EVIDENCE-BASED PRACTICES ARE FIRST EVIDENCE, SO THAT WOULD BE OUR RESEARCH.

2ND IS OUR EXPERTISE.

COMES WITH CLINICAL EXPERIENCE AND THIS SORT OF THING.

THE MOST IMPORTANT IS CLIENT VALUES.

WHEN WE LOOK AT LITERALLY ALL CURRENT METHODOLOGIES THAT WORK WITH AUTISTIC CHILDREN, NONE OF THEM ARE EVIDENCE-BASED BECAUSE NONE OF THEM HOLD AUTISTIC COMMUNITY VALUES.

OH, MY SLIDES AREN'T MOVING?

IS ANYBODY -- OKAY.

MY SLIDES ARE NOT MOVING APPARENTLY.

SO GIVE ME A SECOND TO FIGURE OUT.

>> WE HAVE EVIDENCE-BASED PRACTICES NOW.

>> OSWIN: I'M GETTING A LOT OF COMMENTS OVER HERE THEY WERE SEEING A DIFFERENT SLIDE.

ALL RIGHT.

WHEN WE LOOK AT ABA, THOSE ARE NOT CLIENT VALUES.

THOSE ARE USUALLY PARENT VALUES OR PROVIDER VALUES.

IF WE ARE DOING SOCIAL SKILLS TREATMENT, WE ARE USUALLY NOT TALKING WHERE THAT'S NOT USUALLY COMING FROM AND AUTISTIC PERSONS POINT OF VIEW.

THAT'S COMING FROM PEOPLE WHO WANT TO HAVE MORE FRIENDSHIPS.

AND EVEN IF THOSE FRIENDSHIPS AREN'T MEANINGFUL TO US.

AND SO, WITH THAT IN MIND, ANYTHING THAT'S PUTTING OUT THEY ARE EVIDENCE-BASED PRACTICES CANNOT FUNDAMENTALLY BE EVIDENCE-BASED BECAUSE THEY DON'T TAKE INTO ACCOUNT AUTISTIC VALUES AND AUTISTIC TREATMENT.

AND SO, THAT IS THE ENTIRE CRUX OF THIS PRESENTATION BECAUSE THE FACT THAT WE HAVE BEEN SAYING FOR DECADES NOW WHAT IT IS THAT WE WANT OUT OF LIFE, AND WHAT WE WANT TO DO WITH OUR LIVES.

GETTING THAT DIRECTION AND WHAT WE CAN DO IN OUR LIVES.

IT'S SO IMPORTANT.

WE CAN'T CONTINUE ON WITH THE WAY THAT THINGS ARE RIGHT NOW IN RESEARCH.

WE CAN'T CONTINUE TO DO THINGS THE WAY WE DO THINGS IN SCHOOLS.

WE CAN'T CONTINUE TO DO THE THINGS WE ARE DOING IN THERAPY WITHOUT UNDERSTANDING WHAT THOSE LONG-TERM GOALS ARE FOR AUTISTIC PEOPLE.

WHAT WE END UP WANTING AND NEEDING INTO ADULTHOOD BECAUSE ALL OF THESE STEPS THAT WE ARE DOING IN CHILDHOOD ESPECIALLY ARE MEANT TO SUPPORT US AS ADULTS, AND WE ARE NOT GETTING THERE.

THIS IS WHY WE SEE SUCH A DROP OFF WITH LITERALLY EVERYTHING FOR AUTISTIC ADULTS BECAUSE ALL THAT'S BEEN FOCUSED ON IS SURVIVING AND NOT THRIVING IN OUR WORLD.

SO, NEXT PART OF THIS.

WE HAVE TO RECOGNIZE THAT AUTISTIC PEOPLE ARE THE EXPERTS.

THERE IS A PAPER OUT IN THE UK THAT SHOWS MANY AUTISTIC PEOPLE KNOW MORE AND HAVE EXPERTISE ABOUT AUTISM THAN EVEN SOME PARENTS AND SOME PROFESSIONALS DO BECAUSE OF THE AMOUNT OF INFORMATION WE HAVE TO TAKE IN TO JUST UNDERSTAND OUR LIVES.

I'M NOT SURE IF THIS RESEARCH LOOKED AT PEOPLE THAT WERE DIAGNOSED AS ADULTS OR IF IT WAS OVERALL FOR EVERYONE THAT HAD BEEN DIAGNOSED FROM CHILDHOOD UP.

BUT I KNOW THE FINDINGS WERE THAT WE TEND TO KNOW MORE ABOUT AUTISM A LOT MORE EXPERTISE, KNOWLEDGE, AND WHAT WOULD BE CONSIDERED STILL VERY MUCH BOOK KNOWLEDGE ABOUT OUR CONDITIONS.

AND I THINK THAT'S REALLY IMPORTANT TO UNDERSTAND.

THAT WE ARE NOT TALKING ABOUT JUST HAVING OUR OWN PERSONAL EXPERIENCES THAT MAKES US EXPERTS.

IT'S THE FACT THAT WE LEARNED SO MUCH ABOUT AUTISM IN ORDER TO NAVIGATE OUR OWN LIVES AND WHAT THAT THEN MEANS FOR WHAT WE PRESCRIBE FOR PARENTS TO DO.

AS THEY LEARN THEIR OWN LIVES OR CHILD'S LIVES OR PROFESSIONALS WHEN THEY ARE LEARNING AUTISTIC KID'S NEEDS.

IT SHOULD ALWAYS BE BASED IN EXPERTISE, WHICH INCLUDES OUR OWN EXPERTISE BECAUSE WE HAVE THEN LOOKED AT THE INFORMATION TO FIGURE OUT HOW DIFFERENT THINGS APPLY TO US.

NEXT, WE HAVE A DOUBLE EMPATHY PROBLEM.

SORRY, I DID NOT HAVE THAT TRANSITION WELL.

I WANT TO TAKE A MOMENT TO GO INTO WHAT WE WANT TO START SEEING AS A PRACTICE OR AS PRACTICE WITH AUTISTIC KIDS.

I SAW A QUESTION POPPED UP.

LET ME FIND THE Q&A.

SO, THE DOUBLE EMPATHY PROBLEM SAYS OR SHOWS THAT AND HAS A GROWING BODY OF RESEARCH BEHIND THE EMPATHY PROBLEM THAT LOOKS AT THE FACT THAT WHEN YOU GET AUTISTIC PEOPLE TOGETHER YOU END UP GETTING A LOT MORE FEEL-GOOD FEELINGS AND THE BACK-AND-FORTH IN CONVERSATION.

OKAY, ALEX ASKED -- YES THERE'S ONLY 30 MINUTES, SO I'M GOING TO MINIMIZE THE QUESTIONS IN THE CHAT SO I'M NOT DISTRACTED BECAUSE IT'S BETTER MIXING THE 2 TOGETHER, BUT IT'S NOT BETTER.

>> SARA: WE ARE ANSWERING THEM, OSWIN.

>> OSWIN: I AM ON DOUBLE IF THE PROBLEM SLIDE.

>> SARA: GO AHEAD MOVE THAT BECAUSE WE STILL SEE EVIDENCE.

THERE YOU GO, WE GOT IT.

>> OSWIN: THERE YOU GO.

I'M GOING TO HAVE THIS SCREEN HERE AND YOU CAN DIRECT ME.

SO, DOUBLE EMPATHY PROBLEM LOOKS AT THE WAY THAT WE END UP HAVING INTERACTIONS WITH NEURO- TYPICAL PEOPLE AND HOW WE HAVE INTERACTIONS WITH OURSELVES.

WE FIND THROUGH A LOT OF RESEARCH THAT'S BEEN HAPPENING SINCE 2013, DAMIEN MILTON IS OUR PERSON THAT PROPOSED THE DOUBLE EMPATHY PROBLEM HAS A FLIP ARGUMENT TO THEORY OF MIND.

BASICALLY, WHAT IT COMES DOWN TO IS MOST OF THE CONFLICT IN A GIVEN EXCHANGE BETWEEN AN AUTISTIC PERSON HAS TO DO WITH THE MISMATCH OF EXPECTATIONS IN THE WAY WE DO SOCIAL SKILLS.

THE WAY THAT WE HOLD OUR BODIES AND ALL THESE THINGS THAT GO INTO THE WAYS THAT WE ARE AUTISTIC AT THEN CREATE A DIFFICULTY TO UNDERSTAND AND RELATE TO THE OTHER PERSON IF THEY ARE NOT NEURO- TYPICAL OR IF IT'S AN AUTISTIC PERSON AND A NEURO- TYPICAL PERSON.

I WILL NOTE THAT I AM BEING INTENTIONAL WITH USING NEURO- TYPICAL HERE.

I AM NOT USING A LISTING BECAUSE WE DON'T HAVE ANY RESEARCH THAT TALKS ABOUT ALLISTIC TO OTHER NEURODIVERGENT.

IT GOES BACK TO AUTISTIC STUFF AND RECOGNIZING THAT ADHD AND DYSLEXIA, ALL OF THOSE DIFFERENT CONDITIONS ALSO HAVE SOME SIMILARITIES IN THE WAY THAT WE HAVE SOCIAL APPROACH.

THIS DOUBLE EMPATHY PROBLEM GETS US INTO WHAT IS IT THAT WE REALLY NEED TO BE LOOKING AT FOR SOCIAL SKILLS CURRICULUM.

AND I'M GOING TO NOW BACKTRACK AND MAKE IT CLEAR WE ARE NOT TALKING ABOUT ACTUAL SOCIAL SKILLS TRAINING.

WHAT I'M TALKING ABOUT IS RECOGNIZING THE NEED FOR EVERYONE TO COME TO THE SAME PAGE.

THIS THEN REQUIRES US TO TAKE A REALLY, REALLY HOLISTIC APPROACH TO THE WAY WE ARE TEACHING SOCIAL INTERACTION, AND SPECIFICALLY AROUND PICKING SURE WE ARE TEACHING BOTH SIDES OF CONVERSATION.

WE ARE EDUCATING BOTH SIDES TO A CONVERSATION.

THAT WOULD MEAN WE ARE DISCUSSING THINGS WITH AUTISTIC STUDENTS, NEURO- TYPICAL, OTHER NEURO- DIVERGENT STUDENTS SO YOU CAN HAVE A SHARED POINT OF UNDERSTANDING.

YOU DO THIS THROUGH CREATING SOCIAL GROUPS AROUND A SHARED INTEREST.

I'M GOING TO USE THE STEREOTYPE AND WE ARE GOING TO GO WITH TRAINS BECAUSE IT'S EASY TO TALK ABOUT AUTISTIC PEOPLE LOVING TRAINS.

I AM NOT ONE OF THOSE PEOPLE.

DON'T HATE ME.

[LAUGHING]

BUT YOU GET A TRAIN TOGETHER FOR CHILDREN THAT HELPS THEM OR YOU CAN BRING IN YOUR TRAINS TOGETHER AND YOU CAN BUILD THESE MASTERPIECES AND YOU CAN DO IT IN THIS PARALLEL PLAY KIND OF THING WHERE YOU WERE STILL ENGAGING IN SOCIAL INTERACTION, AND THIS IS A VERY MUCH MORE AUTISTIC WAY OF INTERACTING.

WE HAVE A LOT MORE OBJECT ORIENTED JOINT ATTENTION.

I'M GOING TO USE THE EXAMPLE OF MY STEM TOY THAT IS DEFLATING A LOT.

WE KNOW AS AUTISTIC PEOPLE WE MAY LOOK AT THIS BOWL TOGETHER.

WE ARE POSSIBLY WANTING TO PLAY WITH IT OR WE ARE WANTING TO STEM WITH IT AND OUR ATTENTION FOCUSES ON THAT OBJECT, AND YOU CAN SEE THE SAME THING HAPPEN.

YOU SEE THE WAY THIS INS UP HAPPENING IS WE END UP HAVING A LOT MORE PARALLEL PLAY, BUT IN THE SAME AREA.

WE MAY STILL BUILD ON EACH OTHER'S STUFF, BUT THAT INITIAL TAKE IS ON THE OBJECT AND NOT THE OTHER PERSON.

THIS IS NOT -- SO, PERSON ORIENTED JOINT ATTENTION IS NOT A NORM ACROSS THE US, SORRY, ACROSS THE WORLD EITHER.

THERE'S A LOT OF CULTURES THAT OBJECT ORIENTED JOINT ATTENTION IS THE PRIMARY FORM OF JOINT ATTENTION.

IT'S MORE IN WESTERN SOCIETIES THAT WE GET THAT FACE-TO-FACE SEEKING THAT A LOT OF PARENTS AND PEOPLE SEEM TO THINK INDICATES NO ENJOYMENT IN SOCIAL ACTIVITY, AND I DON'T UNDERSTAND THAT.

BUT THIS IS WHY WE'RE LISTENING TO AUTISTIC PEOPLE.

THE NEXT IS DEVELOPING SOCIAL SCRIPTS.

THIS IS ON BOTH SIDES OF THE AISLE AGAIN.

THIS IS REALLY RECOGNIZING THAT YOU NEED TO BE ABLE TO ASK QUESTIONS ABOUT WHAT SOMEBODY IS FEELING, WHAT SOMEBODY IS THINKING.

AND, YOU KNOW, HONESTLY IT'S NOT REALLY A BAD IDEA FOR ALL PEOPLE TO LEARN THIS SKILL.

IT'S ONE OF THE BIGGEST THINGS YOU HEAR IN RELATIONSHIP COACHING AND RELATIONSHIP THERAPY IS THE NEED TO BE ABLE TO COMMUNICATE WHAT YOU ARE THINKING AND FEELING BECAUSE THE OTHER PERSON CAN'T JUST GUESS.

THE REASON YOU CAN'T GUESS IS BECAUSE OF THE DOUBLE EMPTY PROBLEM AND INABILITY TO READ BODY LANGUAGE.

HAVING THIS BASELINE OF DEVELOPING SOCIAL SCRIPTS OF JUST ASKING, WHAT IS IT YOU WANT ME TO DO HERE?

CAN YOU CLARIFY THE RULES OF THIS GAME?

ALL THESE SIMPLE THINGS THAT YOU ARE ABLE TO REALLY ENGAGE AND HAVE PEOPLE KNOW NEITHER OF YOU IS UNDERSTANDING AND THERE'S NOTHING WRONG WITH EITHER SIDE.

IN THE LAST PIECE IS THIS SELF ADVOCACY PIECE.

WE WANT TO SEE A LOT MORE IN THE I'M GETTING ANXIOUS NOW, I NEED TO TAKE A BREAK.

I CAN'T GET THIS PIECE TO GO TOGETHER.

>> MORE IN I'M GETTING ANXIOUS RIGHT NOW, I NEED TO TAKE A BREAK.

I CAN'T GET THIS PIECE TO GO TOGETHER.

CAN YOU HELP ME.

AND THESE ARE BASELINE SELF‑ADVOCACY, LIKE THIS IS, WHAT WE'RE ‑‑ WHAT I'M DESCRIBING HERE IS FOR KIDS UNDER THE AGE OF 10, NOT THAT WE CAN'T DO THESE THINGS FOR OLDER AGES, IF WE START YOUNGER THAN WE ARE ABLE TO HAVE EVERYONE KNOW THAT NOT EVERYONE IS THE SAME.

THIS IS THE SAME PREMISE AROUND HAVING DIFFERENT CULTURAL LESSONS ABOUT DIFFERENT CULTURES IN YOUR PARTICULAR SCHOOL.

OR YOUR PARTICULAR AREA.

>> OSWIN, YOU CAN CHANGE YOUR SLIDE AGAIN?

>> I'M STILL ON THAT SLIDE.

>> YOU ARE STILL ON DOUBLE EMPATHY?

>> NO, I'M NOT.

I'M CONFUSED.

IS IT ON SOCIAL SUPPORT STILL?

>> DO YOU SEE MONOTROPIC NOW?

>> NO.

JUST DOUBLE EMPATHY.

DO YOU WANT KNOW SHARE?

>> IT'S ON CANVA.

>> I HAVE THE PDF, LET'S DO IT THAT WAY.

KEEP GOING.

>> SO THE WAYS WE'RE GOING TO DO THIS HOWEVER IS TO REALLY BUILD UP WITH SOME OF THE THINGS THAT MOST PEOPLE ARE READY KIND OF USE BUT ADAPTING IT A WHOLE.

SO INSTEAD OF JUST LIKE ‑‑ OKAY.

I HATE ZONES OF REGULATION, BUT HAS USES OF IDEA OF BUILDING BLOCK FOR SELF‑ADVOCACY.

SO IF YOU ARE FEELING ANXIOUS, IF YOU ARE IN THE YELLOW ZONE, THEN I MIGHT NEED A BREAK OR I MIGHT NEED SUPPORT WITH THIS.

AND REALLY LOOKING TO USE THIS AS A TOOL TO GET THE PERSON WHAT THEY NEED IN THAT SOCIAL SITUATION AND IT REALLY HAS IMPLICATIONS ACROSS EVERYTHING.

THE OTHER THING IS IF YOU'RE GOING TO BE DOING SOMETHING LIKE THIS, YOU ARE GOING TO BE EXPLICIT DOING THIS AS CURRICULUM, AS SUCH, YOU ARE WANT TO BE ABLE TO BUILD IN A LOT OF SUPPORTS WHERE YOU ARE ALREADY GIVING THE PERSON A LOT OF INFORMATION FOR THEIR EMOTIONS AND A LOT OF INFORMATION, AND HAVE VISUAL INFORMATION FOR THEIR SENSORY NEEDS AND HOW TO GET THOSE NEEDS MET.

>> CAN EVERYONE SEE THIS NOW?

>> THANK YOU.

>> SURE

>> AND SO, IT IS DOING A WHOLE SCAFFOLDING APPROACH TO TEACHING HOW TO INTERACT SOCIALLY AND NOT SO MUCH HOW TO INTERACT SOCIALLY BUT HOW TO GET YOUR NEEDS MET IN SOCIAL SITUATIONS.

AND THAT IS, THAT GETS US CLOSER TO WHAT WE NEED IN ADULTHOOD ANY WAYS.

NOT ALWAYS WANTING TO MOLD OURSELVES IN A SOCIAL SITUATION, NOBODY WANTS TO DO THAT.

AND I THINK ‑‑ AND WE KNOW WE HAVE SELF‑ADVOCACY AND SOMEBODY FEELS A LOT MORE CONTROL IN THE DIRECTION OF THEIR LIVES, THEY FEEL MORE TIMING, THAT'S REALLY IMPORTANT.

NEXT SLIDE.

THEN FOR THE OTHER SIDE OF TREATMENT THAT WE REALLY WANT TO ‑‑ OR ‑‑ SORRY, NOT TREATMENT.

I AM GOING DOWN THE LIST OF THE TERRIBLE WORDS.

IF WE ‑‑ GOING ON FROM THAT, THE OTHER THING I REALLY FEEL IS THE MOST EVIDENCE‑BASED PRACTICE THAT WE CAN DO FOR EDUCATING AUTISTIC CHILDREN IS UNDERSTAND THIS MONOTROPIC.

FOCUSING ON ONE THING AT A TIME.

IS THE THEORY BEHIND IT. I'M GOING SAY UPFRONT THAT I DISAGREE THAT THIS IS BECAUSE OF A TENDENCY TO FOCUS ATTENTION ON ONE THING THAT SHIFTING ATTENTION IS DIFFICULT BUT BECAUSE OUR BRAIN IS ALREADY WITH SINGLE MULTIPLE STIMULI, INSTEAD OF HAVING DIFFICULTY STIMULI BECAUSE WE KNOW OUR BRAINS DON'T STOP INTERPRETING THE STIMULI LIKE MOST NEURO‑TYPICAL PEOPLE WOULD.

WE ‑‑ THERE'S A WORD THEY USE IN SENSORY LITERATURE CALLED HABITATION WHERE IF YOU ARE HYPOSENSITIVE TO A SENSORY INFORMATION, THEN YOU, THEN YOUR BRAIN REMOVES THAT INFORMATION RATHER QUICKLY.

BUT IF YOU ARE HYPERSENSITIVE, THEN IT JUST KEEPS ON BEING THERE AND SO YOUR BRAIN IS DOING A LOT MORE WORK MODULATING ALL THESE SOUNDS AND SIGHTS AND WHAT NOT.

BUT NEUROTYPICAL PEOPLE TEND TO BE IN THE MIDDLE WHERE THEY DO EVENTUALLY HABITUATE IT OUT BUT NOT AS QUICKLY AS IF YOU ARE HYPOSENSITIVE TO A SENSORY INFORMATION.

THE MONOTROPIC COGNITION NOW LEGENDS A WAY TO MORE EFFECTIVELY TREAT OR EDUCATE AUTISTIC PEOPLE AND SO CAN WE GO TO THE NEXT SLIDE.

A LOT OF THIS IS GOING TO BE LOOKING AT TEACHING THROUGH EMERGENCE.

THE PICTURE WE HAVE IS A KIND OF WHITE CHALK OUTLINE DRAWING OF A CLASSROOM WITH ONE PLUS ONE EQUALS TWO ON A CHALKBOARD AND 2 PLUS 4 EQUALS 6 ON A CHALKBOARD.

YOU SEE IMAGES, ONE APPLE PLUS ANOTHER APPLE EQUALS 2 APPLES. YOU HAVE A VISUAL DISPLAY ON THE RIGHT‑HAND SIDE OF SIGN LANGUAGE FOR ONE THROUGH 10.

ON SOMEBODY'S DESK YOU SEE A CALCULATOR AND, ON SOMEBODY ELSE’S DESK, YOU SEE ABACUS, THESE ARE ALWAYS TO IMMERSE IN THE LEARNING STYLE SO YOU CAN START TO VISUALLY SEE THIS INFORMATION WHILE TEACH SOMETHING GOING ON.

WHAT WE KNOW FROM RESEARCH, AUTISTIC PEOPLE, WHEN THEY HAVE BACKGROUND INFORMATION THAT'S IMMERSIVE IN THE SUBJECT AREA, THEN WE ARE ‑‑ WE TEND GET NOT JUST INFORMATION THAT'S BEING SPOKEN ON BUT ALL THE OTHER VISUAL INFORMATION THAT IS SURROUNDING THE PERSON.

SO IT HELPS US DEVELOP A MORE ‑‑ ROBUST UNDERSTANDING OF THE CONCEPT. ESPECIALLY LOOKING AT AN ELEMENTARY ENVIRONMENT MAYBE TO SETUP DIFFERENT WALLS IN THE CLASSROOM TO TEACH FROM SO YOU'RE ABLE TO REALLY HONE IN ON THE SUBJECT AREA YOU ARE TALKING ABOUT.

SO THAT YOU CAN REALLY HELP FOCUS IN ON THIS VERY UNIQUE WAY GETTING INFORMATION IN.

I WILL SAY THE RESEARCH THAT LOOKED AT THIS IMMERSIVE BACKGROUND SHOWED THAT NEUROTYPICAL STUDENT STILL GAINED THE SAME AMOUNT OF INFORMATION FROM THE TEACHER AS THEY DID WITHOUT THAT IMMERSIVE BACKGROUND.

I THINK THIS IS IMPORTANT TO NOTE BECAUSE WE CAN RECOGNIZE THAT THIS THEN BECOMES A UNIVERSAL DESIGN FOR LEARNING APPROACH SO WE ARE REALLY TAKING INTO ACCOUNT THAT SOME PEOPLE IN THE CLASSROOM ARE GOING TO BE ABLE TO REALLY GET A LOT OF INFORMATION IN.

IF WE JUST HAVE THE ATTENTION ON THE SUBJECT AREA THAT WE'RE TALKING ABOUT.

OF NOTE, THAT SAME PAPER SAW IF YOU HAD DIFFERENT BACKGROUND INFORMATION THAN THE SUBJECT AREA THAT THE PERSON WAS BEING TAUGHT, THEY STILL TOOK IN INFORMATION FOR THE BACKGROUND EVEN IF IT DIDN'T HAVE ANYTHING TO DO WITH WHAT WAS BEING TAUGHT.

SO THIS GOES TO THIS IDEA OF WE NEED TO WE'RE DOING MORE WORKING MEMORY IF WE'RE TRYING TO TAKE IN INFORMATION THAT'S ALSO NOT ALIGNED TO WHAT'S BEING TAUGHT.

THE OTHER WAY THAT WE WANT TO THINK ABOUT THIS IS ‑‑ SO, PALA CRUISE'S WORK, YOU ARE GOING TO LOVE THIS KID AND JUST GIVE THEM THE WELL WHICH ARE HER TWO BOOKS.

I BELIEVE BOTH ARE COAUTHORED BY PATRICK SWARTZ.

THIS GOES TO CATER CURRICULUM INTO A PERSON'S INTEREST.

MAYBE YOU ARE NOT DOING EMERGENCE THIS WAY BUT IN A DIFFERENT WAY WHERE IN AN EXAMPLE WITH THIS PARTICULAR BOOK SERIES IS, PEDRO LOVES HIS WHALE AND THE WHALE BECOMES A WAY TO COUNT, TO READ.

IT HELP WAS LIFE CYCLE IN SCIENCE.

SO THE EMERGENCE BECOMES TAKING THAT INTEREST AREA AND USING IT TO LEARN OF ALL OF YOUR BASIC ACADEMIC SKILLS.

THIS IS ALL VERY IMPORTANT TO RECOGNIZE THAT WE DON'T HAVE TO TAKE AN AUTISTIC PERSON'S INTEREST AWAY.

DON'T HAVE TO EXPECT THEM ONLY TO ENGAGE IN THOSE AREAS AS A REWARD.

WE CAN ALSO EMBED IT INTO HOW WE'RE TEACHING AND THE PERSON WILL GET MORE INFORMATION OUT OF IT. AND THAT'S INCREDIBLE.

ALL RIGHT.

NEXT SLIDE IS THE QUESTION SLIDE.

AND WE CAN START TAKING QUESTIONS.

>> PLEASE PUT YOUR QUESTIONS IN THE Q & A.

AND A QUESTION I HAVE FOR YOU OSWIN IS WOULD YOU BE ABLE TO SEND ME A LINK TO THE ARTICLES THAT YOU CITED LATER AND I WILL POST THEM ON THE WEBSITE SO PEOPLE CAN GET THEM AS WELL.

>> YES.

>> THAT WILL BE FANTASTIC, I'M SURE OUR STUDENTS WILL BE INTERESTED IN THEM AS WELL.

QUESTIONS FOR OSWIN OR QUESTIONS FOR DIVERGENT MINDS? COULD SOMEONE PLEASE EXPLAIN THE DOUBLE EMPATHY PART A LITTLE BIT MORE.

>> ALL RIGHT.

SO DOUBLE ‑‑ I DIFFERENTLY DID A JOB OF DESCRIBING THAT BECAUSE OF THE PICKUP TECHNOLOGY.

SO IT'S LIKE THIS, WHEN YOU GO INTO A ROOM, IF YOU ARE AN AUTISTIC PERSON, THEN THE LIKELINESS THAT YOU GO INTO A ROOM AND YOU NOT GOING TO FIND ANYONE THAT YOU ARE ABLE TO APPROACH AND HAVE A GOOD RAPPORT WITH JUST ON THE BASELINE OF BEING ‑‑ OF HAVING SIMILAR THOUGHT PATTERNS AND SIMILAR BODY LANGUAGE AND ALL THESE THINGS LIKE YOU CAN SEE WITH NEUROTYPICAL PEOPLE GOING INTO THAT SAME ROOM.

BUT WHEN TWO AUTISTIC PEOPLE GO INTO A ROOM TOGETHER, THEY MAY FIND THEMSELVES MORE EASED ‑‑ HAVING AN EASIER TIME WITH THAT SOCIAL EXCHANGE.

AND THIS GOES TO SUGGEST THAT IT'S NOT ACTUALLY A THEORY OF MIND PROBLEM, IT'S THAT WE HAVE AUTISM.

IT'S THAT WE CANNOT RELATE TO THE OTHER PERSON AND THAT PERSON CANNOT RELATE BACK TO US.

AND WE SEE THIS IN, THERE'S A LOT OF RESEARCH THAT PULLS THIS TOGETHER AND I'M ABOUT TO DUMP A BUNCH.

I'M GOING HAVE TO REMEMBER, SARA, I'M GOING HAVE TO NEED A LIST OF WHAT I SAID RESEARCH WISE IN ORDER TO GET YOU LINKS.

>> YES, AND WE ONE MORE QUESTION.

WE HAVE RESOURCES TOO ON THESE THINGS AS WELL.

THE LAST QUESTION WE HAVE TIME FOR, DO YOU THINK THAT ADOPTING THE IMMERSIVE CLASSROOM METHOD MIGHT BE DETRIMENTAL TOWARDS THOSE WITH ATTENTION ISSUES LIKE THOSE WITH ADHD?

>> I ‑‑ I SUSPECT THERE WOULD BE BENEFICIAL BECAUSE THAT THEN GIVES THE SAME ‑‑ SO WHEN YOU'RE LOOKING FOR THAT REMAIN AS ADHD PERSON, IF YOU HAVE BACKGROUND INFORMATION THAT'S DIFFERENT THAN WHAT YOU ARE TEACHING, THAT PERSON IS STILL GOING TO BE DISTRACTED BY THAT INFORMATION.

WE COULD PROBABLY ‑‑ WE ‑‑ THERE MIGHT BE ISSUES IF YOU NEEDLESS VISUAL INFORMATION TO NOT GET DISTRACTED BUT IF THE BACKGROUND INFORMATION IS THE SAME INFORMATION THAT YOU WERE TEACHING ON, THEN I HAVE A HARD TIME SEEING HOW THAT WOULD BE DETRIMENTAL TO AN ATTENTION BECAUSE YOU ARE SEEKING THAT INFORMATION ALREADY YOU ARE GETTING VISUALLY.

>> THANK YOU OSWIN, I'M GOING TO TAKE A STAB AT KELLY'S QUESTION.

HOW CAN WE ADAPT THAT FOR BOTH STUDENTS WHO NEED VISUAL SUPPORT AND STUDENTS WHO HAVE TROUBLE PROCESSING VISUAL INFORMATION AT ONCE.

OSWIN, YOU CAN CORRECT ME IF I'M WRONG.

I THINK IT'S IMPORTANT HOW YOU POSITION THESE THINGS IN THE CLASSROOM THAT YOU HAVE A LOT OF WHITE SPACE AND THINGS AVAILABLE SO KIDS AREN'T OVER STIMULATED WHICH APPLIES TO AUTISTIC STUDENTS AS WELL.

IS THAT CORRECT?

>> CORRECT.

WE'RE NOT TALKING ABOUT FILLING EVERY BIT OF WALL SPACE.

THAT WOULD BE TERRIBLE.

WHAT WE WANT IS TO HAVE ENOUGH INFORMATION THAT YOU CAN HONE IN ON AND YOU ARE GETTING SIMILAR INFORMATION OUT OF IT. SO THAT WE'RE NOT PUTTING A LOT OF THINGS INTO OUR BRAIN AT ONCE THAT DON'T HAVE TO DO WITH THE SUBJECT AREA.

SO THAT'S WHY I KIND OF DID IT THE WAY I DID ON ‑‑ IF WE CAN GO BACK TO THAT TEACHING THROUGH EMERGENCE SLIDE.

>> WE'RE OUT OF TIME.

I WILL ASK YOU TO PUT YOUR LINKS IN THE CHAT DURING THE BREAK AND PEOPLE CAN GET IN TOUCH WITH YOU AS WELL.

SO THANK YOU SO MUCH OSWIN, WE REALLY APPRECIATE THIS.

AND I'M GOING TO PUT UP THE BREAK SLIDE NOW.

YOU CAN KEEP TALKING WHILE I'M PUTTING UP THE BREAK SLIDE.

WE'RE GOING TAKE A 15‑MINUTE BREAK EVERYONE, AND PLEASE COME BACK WHEN THE TIMER IS DONE.

PLEASE FEEL FREE TO KEEP USING THE Q & A.

WE MAY NOT ANSWER YOU RIGHT THEN BUT WE WILL SEE YOU BACK.

[BREAK]