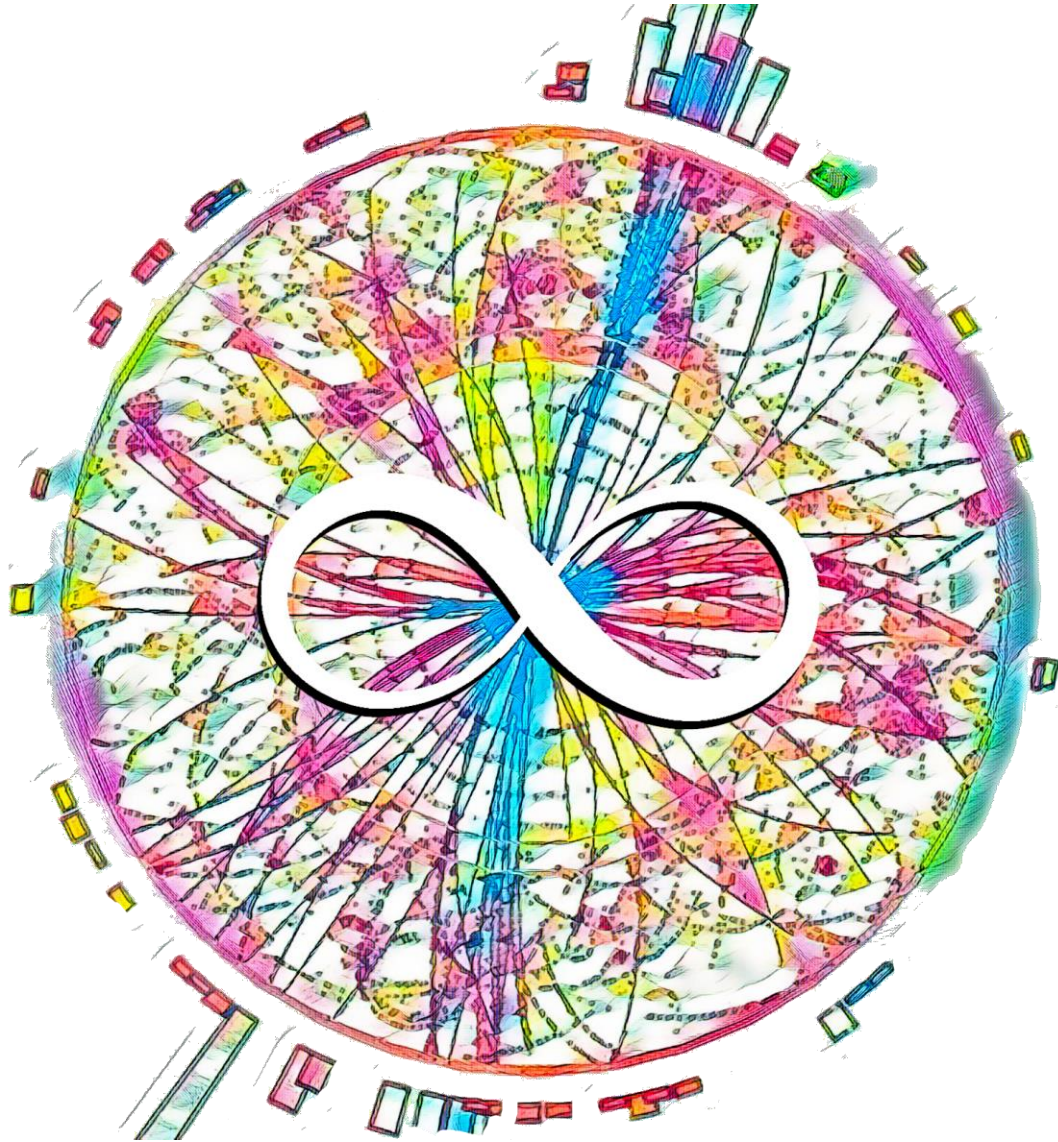




AUTISMUS, ABLEISMUS, NEURODIVERSITÄT

Ivonne Fernández y González
NeuroDivers e.V.

INHALT

1. Neurodiversität
2. Autismus
3. Autismus-Kultur
4. Ableismus
5. Schlusswort
6. Literaturangaben

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1. NEURODIVERSITÄT

NEURODIVERSITÄT

- **Neurodiversität** = neurologische Vielfalt.
- **Neurodiversität** bedeutet, dass neurobiologische Unterschiede als natürliche menschliche Dispositionen angesehen und respektiert werden. Atypische (= neurodivergente) neurologische Entwicklungen werden als natürliche menschliche Unterschiede angesehen.
- **Neurodiversität** versteht somit unter anderem Autismus als eine natürliche Form der menschlichen Diversität, welche derselben gesellschaftlichen Dynamik unterliegt wie andere Formen der Diversität.

NEURODIVERSITÄT

Neurotypisch (NT): Neurotypisch sind die Menschen der Mehrheit, deren neurologischer Status als Norm angesehen wird.

Neurodivergent (ND): Neurodivergente Menschen, atypischer neurologischer Status = Neuro-Minderheit.

Neurodivers: Alle Menschen sind neurodivers.

NEURODIVERSITÄTS-BEWEGUNG

Entstehung: Die Neurodiversitäts-Bewegung wurde in den 1990ern von autistischen Menschen initiiert. Als Meilenstein gilt die Gründung des Autism Network International von Donna Williams, Kathy Lissner Grant und Jim Sinclair (1992).

Ziele: Entstigmatisierung, Vernetzung, Gleichberechtigung.

Parallelen zur Homosexuellenbewegung der 1970er Jahre:

Autism Pride Day und Autism Pride, Anstrengungen Konversionstherapien gesetzlich verbieten zu lassen, Bemühen um Akzeptanz in der Gesellschaft, Forderung grundlegender Menschenrechte.

Quellen: Hasler (2013); Jaarsma & Welin (2012)

MEDICAL MODEL VS. SOCIAL MODEL

- Im medizinischen Modell der Behinderung geht es darum, was ein Mensch nicht tun kann und was er nicht sein kann.
- Menschen mit Behinderung unterscheiden sich von dem, was "normal" ist.
- Behinderung" wird als "ein Problem des Individuums" betrachtet.
- Eine Person mit Behinderung muss geheilt / behandelt werden.
- Behinderung wird als Tragödie gesehen, Menschen mit Behinderung sind zu bemitleiden.

Quelle: PWDA

- Behinderung: Ergebnis der Interaktion zwischen Menschen, die mit Beeinträchtigungen leben, und einer Umgebung voller physischer, einstellungsbedingter, kommunikativer und sozialer Barrieren.
- Die Gesellschaft ist zu verändern, um Menschen, die mit Beeinträchtigungen leben, entgegenzukommen; es sollen nicht die Menschen mit Beeinträchtigungen so verändert werden, dass sie sich der Gesellschaft anpassen.
- Menschen mit Behinderungen sind keine "Objekte" der Nächstenliebe, der medizinischen Behandlung, Schutzes, sondern "Subjekte" mit Rechten, die in der Lage sind, diese Rechte einzufordern und Entscheidungen für ihr eigenes Leben zu treffen.

„Die Perspektive des Sozialen Modells verleugnet nicht die Realität der Beeinträchtigung noch die Auswirkungen auf das Individuum.

Sie fordert jedoch das physische, einstellungsbezogene, kommunikative und soziale Umfeld heraus, um die Beeinträchtigung als ein zu erwartendes Vorkommnis der menschlichen Vielfalt zu berücksichtigen.“

Quelle: PWDA

“How people Talk and write influences how people understand disability”

(Bottema-Beutel et al.,2019)



Medical Model

001010010010011110010000
100100101001000101110110

Uses language that construes disability along a **normal/abnormal** binary, which dichotomizes people as



'healthy'

or



'sick'

...without reference to the social systems that render these categories meaningful.

This type of language can be **damaging** for autistic people and serve to perpetuate negative stereotypes.



Social Model



Emphasizes the distinction between:



impairments
(socially-valued differences)

&



disabilities
(environmentally-mediated loss of opportunity)

Neurodiversity scholars recognize society's responsibility to remove barriers for autistic people and acknowledge the interaction between the social environment and inherent challenges related to being autistic. This type of language asserts that autism is both a **difference** and a **disability**.

MEDICAL MODEL THINKING	SOCIAL MODEL THINKING
Child is faulty	Child is Valued
Diagnosis	Strengths and Needs defined by self and others
Labeling	Identify Barriers and develop solutions
Impairment becomes Focus of attention	Outcome based programme designed
Assessment, monitoring, programmes of therapy imposed	Resources are made available to Ordinary services
Segregation and alternative services	Training for Parents and Professionals
Ordinary needs put on hold	Relationships nurtured
Reentry if normal enough OR Permanent Exclusion	Diversity Welcomed, Child is Included
Society remains unchanged	Society Evolves

Quelle:
UKDHM

Deficit, difference, or both? Autism and neurodiversity.

Kapp, S. K., Gillespie-Lynch, K., Sherman, L. E., & Hutman, T. (2013).

“The neurodiversity movement challenges the medical model's interest in causation and cure, celebrating autism as an inseparable aspect of identity...

Self-identification as autistic and neurodiversity awareness were associated with viewing autism as a positive identity that needs no cure, suggesting core differences between the medical model and the neurodiversity movement. ”



2. AUTISMUS

Don't mourn for us

Sinclair, J. (1993).

“Autism isn't something a person *has*, or a "shell" that a person is trapped inside. There's no normal child hidden behind the autism. Autism is a way of being. It is *pervasive* ; it colors every experience, every sensation, perception, thought, emotion, and encounter, every aspect of existence. It is not possible to separate the autism from the person - and if it were possible, the person you'd have left would not be the same person you started with.”

Bridging the gaps: An inside-out view of autism

Sinclair, J. (1992).

“In some ways I am terribly ill-equipped to survive in this world, like an extraterrestrial stranded without an orientation manual.

But my personhood is intact. My selfhood is undamaged. I find great value and meaning in my life, and I have no wish to be cured of being myself. If you would help me, don't try to change me to fit your world. Don't try to confine me to some tiny part of the world that you can change to fit me. Grant me the dignity of meeting me on my own terms - recognize that we are equally alien to each other, that my ways of being are not merely damaged versions of yours. Question your assumptions. Define your terms. Work with me to build more bridges between us.”



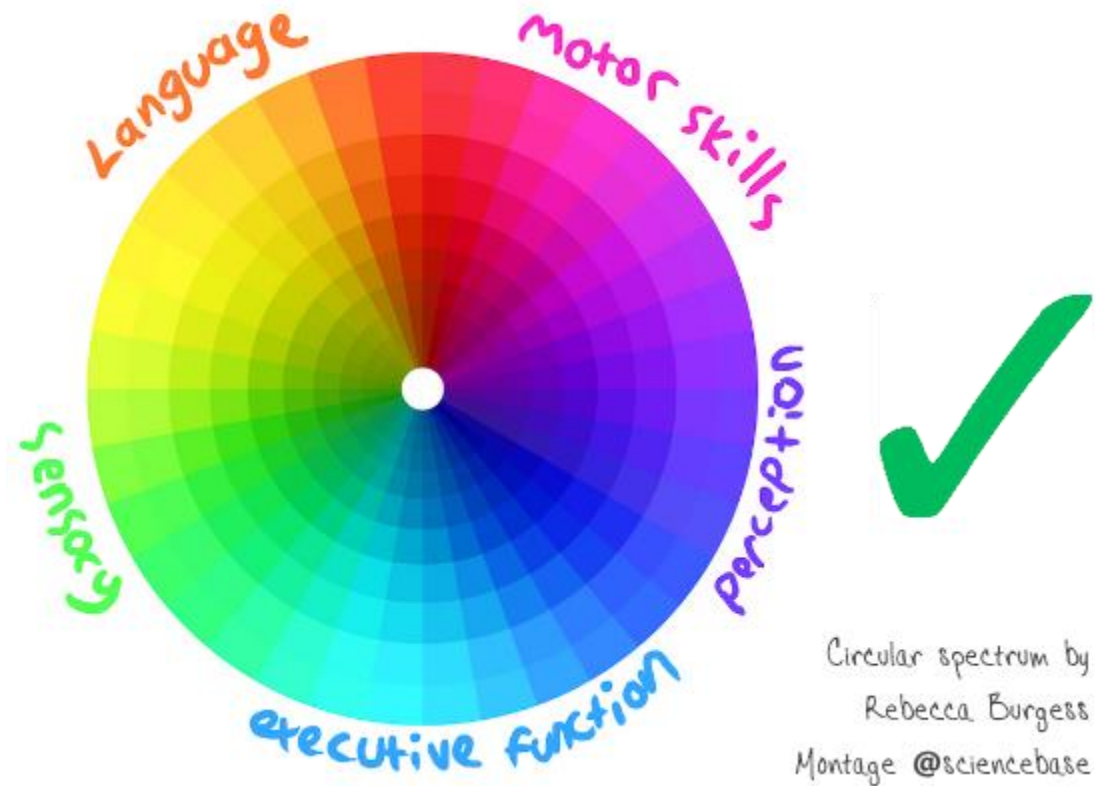
Quelle: Pebbel Art

ABLEISTISCHE SPRACHE VERMEIDEN

Potentially ableist term/discourse	Suggested alternatives
Special interests	Areas of interest or areas of expertise, focused, intense, or passionate interests
Challenging behavior/disruptive behavior/problem behavior	Meltdown (when uncontrollable behavior), stimming (when relevant), specific description of the behavior
Person-first language (to refer to autism)	Identity-first language
High/low functioning; high/low severity or support needs	Describe specific strengths and needs, and acknowledgment that the level of support needs likely varies across domains
Prioritizing “passing” as nonautistic (e.g., some “social skills” training) at the expense of mental health and well-being	Prioritizing mental health and well-being, which can include embracing autistic identities

Quelle: Bottema-Beutel et al. 2020

EIN SPEKTRUM: ICD 11 (2021) & DSM V (2013)



DSM-5 (2013) AUTISM DIAGNOSTIC CRITERIA

1. Persistent deficits in social communication and social interaction across multiple contexts
2. Restricted, repetitive patterns of behavior, interests, or activities
3. Symptoms must be present in the early developmental period (but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies in later life)
4. Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning
5. These disturbances are not better explained by intellectual disability (intellectual developmental disorder) or global developmental delay

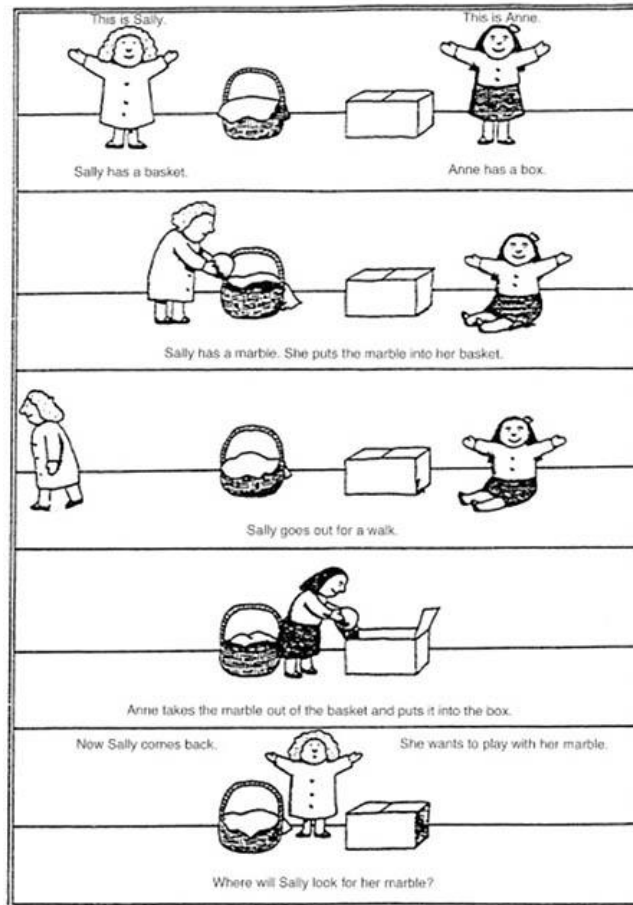
“Autism is a developmental disability that affects how we experience the world around us. Autism is a normal part of life, and makes us who we are.

Every autistic person experiences autism differently, but there are some things that many of us have in common.

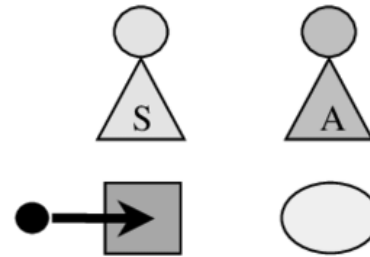
- 1. We think differently**
- 2. We process our senses differently**
- 3. We move differently**
- 4. We communicate differently**
- 5. We socialize differently**
- 6. We might need help with daily living**

”

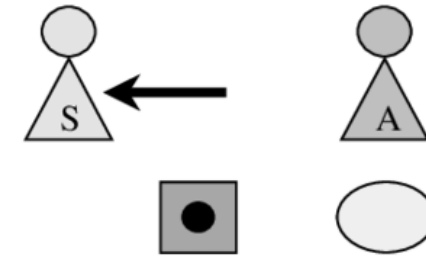
LACK OF THEORY OF MIND?



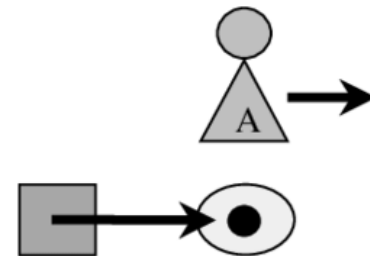
Quellen: Baron-Cohen et al. (1985), Scassellati & Brooks (2001)



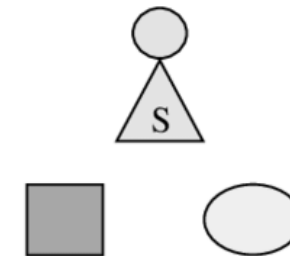
1. Sally hides her marble in the box.



2. Sally leaves.



3. Anne moves Sally's marble to the basket and then leaves.



4. When Sally returns, where does she look?

“Empirical failures of the claim that autistic people lack a Theory of Mind”

Metastudie von Gernsbacher & Yergeau (2019)

The claim that autistic people lack a theory of mind—that they fail to understand that other people have a mind or that they themselves have a mind—pervades psychology. This article

- a) reviews empirical evidence that fails to support the claim that autistic people are uniquely impaired, much less that all autistic people are universally impaired, on theory-of-mind tasks;
- b) highlights original findings that have failed to replicate;
- c) documents multiple instances in which the various theory-of-mind tasks fail to relate to each other and fail to account for autistic traits, social interaction, and empathy;
- d) summarizes a large body of data, collected by researchers working outside the theory-of-mind rubric, that fails to support assertions made by researchers working inside the theory-of-mind rubric;
- e) concludes that the claim that autistic people lack a theory of mind is empirically questionable and societally harmful.

Studies demonstrating that autistic people of all ages skillfully understand other persons' intentions, goals, and desires	
Aldridge, Stone, Sweeney, and Bower (2000)	Young, preverbal autistic children understand other people's intentions "significantly better than the normally developing" children (p. 294).
Colombi et al. (2009)	Autistic preschool-age children understand other people's intentions, a finding that "does not easily mesh with the line of reasoning" that claims autistic people have "deficits in the understanding of others' mental states" (p. 157).
Carpenter, Pennington, and Rogers (2001)	Autistic pre-school-age children are not deficient "on any measure involving the understanding of others' intentions" (p. 589).
Liebal, Colombi, Rogers, Warneken, and Tomasello (2008)	Autistic pre-school-age children "not only can understand another person's goal," but they are motivated to "help [that person] with that goal" (p. 229).

Quelle: Gernsbacher & Yergeau (2019)

Studies demonstrating that autistic people of all ages skillfully understand other persons' intentions, goals, and desires	
Falck-Ytter (2010)	Autistic pre-school-age children accurately "predict other people's action goals" in ways that are "strikingly similar" to nonautistic preschoolers (p. 376).
Berger and Ingersoll (2014)	Autistic pre-school-age children "are able to use social-communicative cues [experimenter's facial expressions] to understand intention" (p. 3204).
Fitzpatrick et al. (2013)	Autistic pre-school and early grade-school-age children "have the ability to understand intentions" and are "equivalent to typically developing children" on "social coordination tests" (pp. 1, 3, 9).
Kerr and Durkin (2004)	Autistic pre-school-age children understand "that (i) thought bubbles represent thought, (ii) thought bubbles can be used to infer an unknown reality, (iii) thoughts can be different, and (iv) thoughts can be false" (p. 646).

Quelle: Gernsbacher & Yergeau (2019)

Studies demonstrating that autistic people of all ages skillfully understand other persons' intentions, goals, and desires	
Li et al. (2019)	Autistic pre-school- and grade-school-age children are similar to typically developing children in their "unconscious sensitivity to agents' intentions" (p. 9).
Green et al. (2017)	Autistic grade-school-age children are as adept as nonautistic grade-school-age children at "identify[ing] . . . mutually voluntary interactions between intentional agents" (p. 406) and are characterized by a "similar . . . developmental trajectory" for this skill (p. 409).
Russell and Hill (2001)	Autistic grade-school-age children have "intact abilities in monitoring basic actions, intact abilities in reporting an intention, both for self and for another agent, and intact ability in reporting intended actions" (p. 317)

Quelle: Gernsbacher & Yergeau (2019)

Studies demonstrating that autistic people of all ages skillfully understand other persons' intentions, goals, and desires	
Vivanti et al. (2011)	Autistic grade-school-age children "(a) consider situational constraints in order to understand the logic of an agent's action and (b) show typical usage of the agent's emotional expressions to infer his or her intentions" (p. 841).
McAleer, Kay, Pollick, and Rutherford (2011)	Autistic adults demonstrate "no failure to recognize intent. ... In no combination of variables did the autistic and nonautistic participants perform in a markedly different manner" (p. 1058).
Cole, Slocombe, and Barraclough (2018)	Autistic adults do not differ from nonautistic adults in "implicit mentalizing" to make "social decisions [that] required the intentions of the actors to be inferred" (p. 3, 10).
Sebanz, Knoblich, Stumpf, Prinz (2005)	Autistic adults understand the intentions of a "co-actor . . . showing the same pattern of results as the matched control group" (p. 433).

Quelle: Gernsbacher & Yergeau (2019)

Studies demonstrating that autistic people of all ages skillfully understand other persons' intentions, goals, and desires	
Channon, Lagnado, Fitzpatrick, Drury, and Taylor (2011)	Autistic adults demonstrate "greater differentiation than controls between intentional and unintentional actions" and "between actions that the protagonists believed to be likely versus unlikely to lead to negative consequences" (p. 1534).
Forgeot d'Arc et al. (2016)	Autistic adults possess the same level of "spontaneous propensity to pursue goals that others pursue" as nonautistic adults possess (p. 1).
Hubert et al. (2007)	Autistic adults perform equally "well in the description of basic actions" and "subjective states" as nonautistic adults, demonstrating that in autistic adults "intentionality is therefore well perceived" (p. 1390).
Ponnet, Buysse, Roeyers, and De Corte (2005)	Autistic adults do "not differ from the control adults in the ability to infer the thoughts and feelings of their interaction partner" (p. 595).

Channon, Lagnado, Fitzpatrick, Drury, and Taylor (2011)

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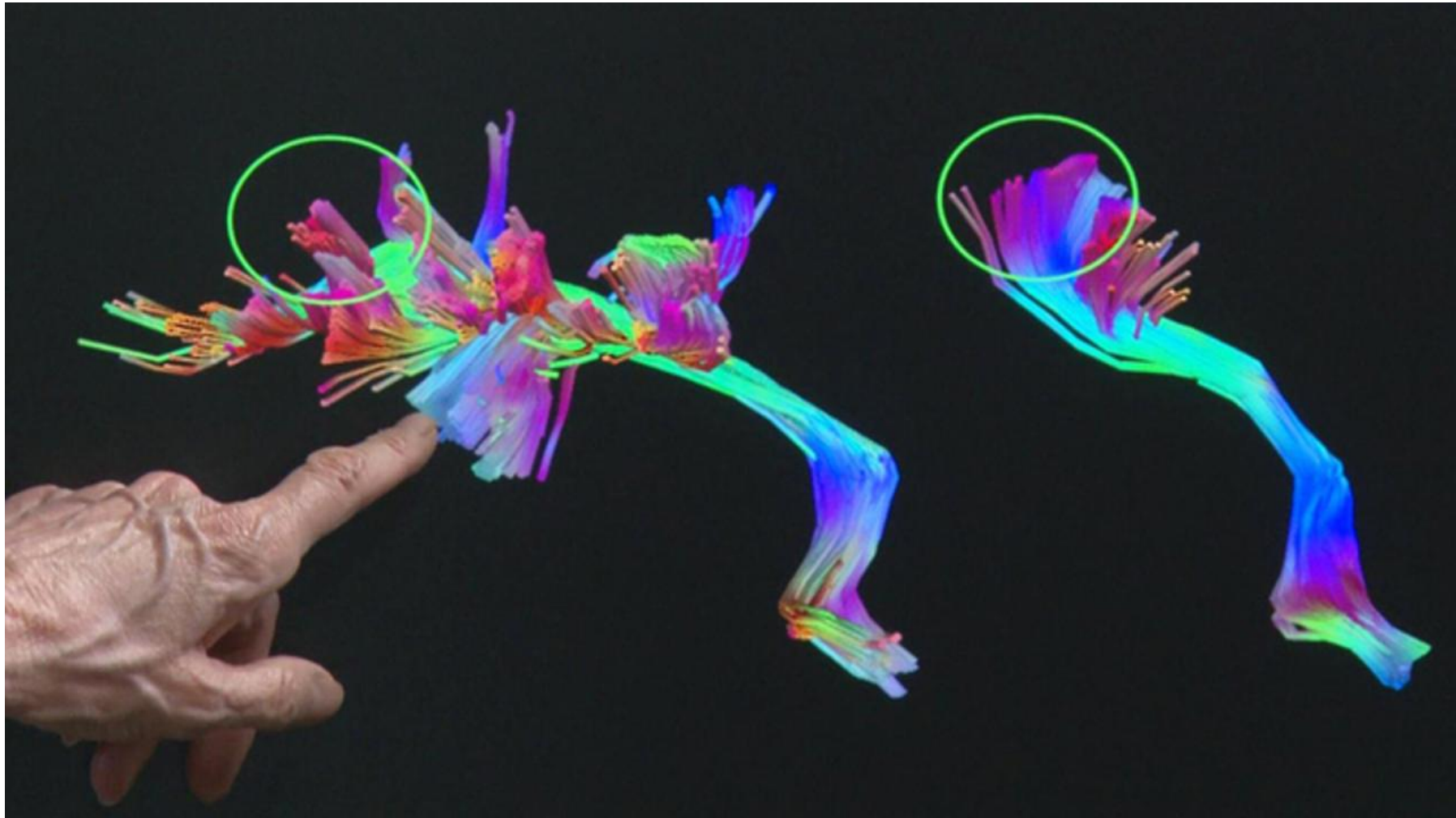
Hubert et al. (2007)

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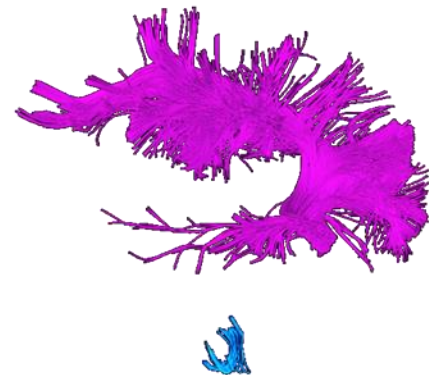
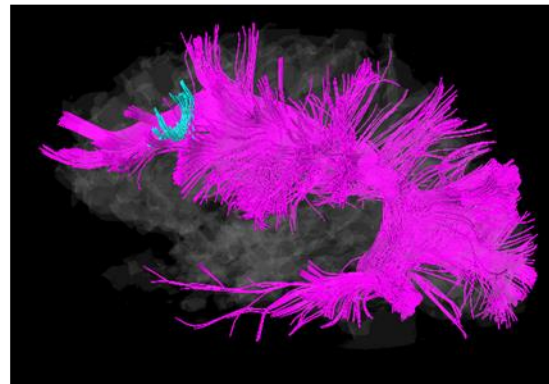
Quelle: Gernsbacher & Yergeau (2019)



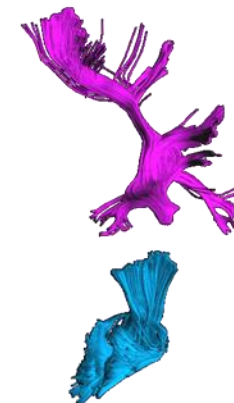
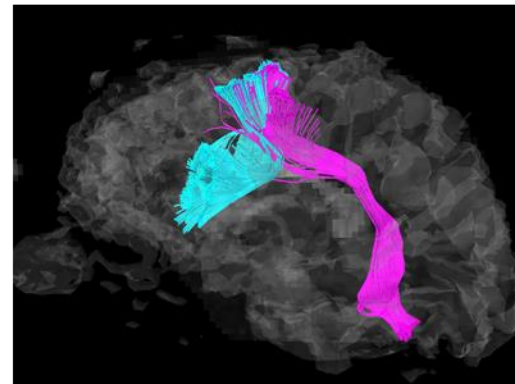
Quelle: Walt Schneider, University of Pittsburgh

Figure 2. Two component tracts within the language system. In Temple, the tract connecting from the visual object to motor and frontal cortex is ten times the volume of the control. The tract that connects speaking what we hear to speaking what we see is one tenth of the volume of the control tract.

Temple



Control



Tracts
with
brain
outline
brain

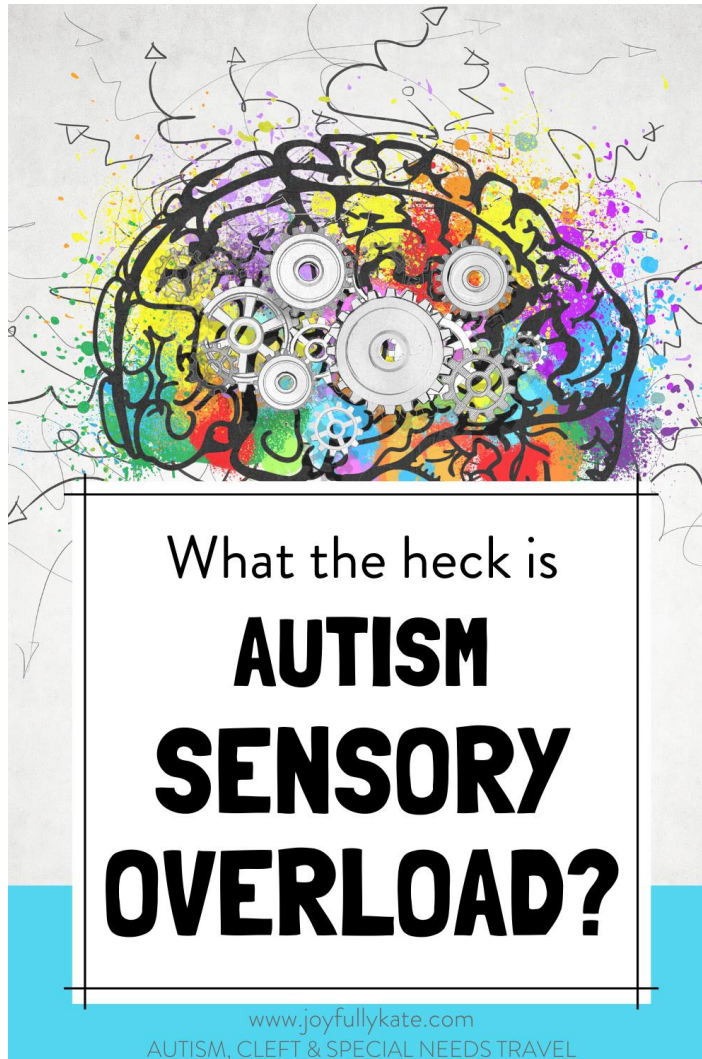
Motor
To Visual
10x
Normal

Visual
Auditory
Naming
0.1x
Normal

Quelle: Walt Schneider,
University of Pittsburgh

INTENSE WORLD THEORY

- Die Intense World Theory von Markram & Markram (2010) ist eine neurobiologische Theorie zu Autismus.
- **Hypothese:** autistische Menschen fühlen „zu viel“. Die Neuronen kommunizieren schneller und stärker als bei nichtautistischen Menschen. Dadurch erleben autistische Menschen Gefühle und Empfindungen intensiver.
- **Beispiel:** Was für andere nur ein leicht blendendes Licht ist, kann für autistische Menschen sehr schmerzhaft sein, da sie es viel stärker Empfinden und sich auch in ähnlichen Situationen häufiger daran erinnern.



Quelle:
joyfullykate



Quelle:
Sonya Hallett

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3. AUTISMUS-KULTUR

COLLECTIVE ACTION

Table 2. *Two models of change in historically unequal societies*

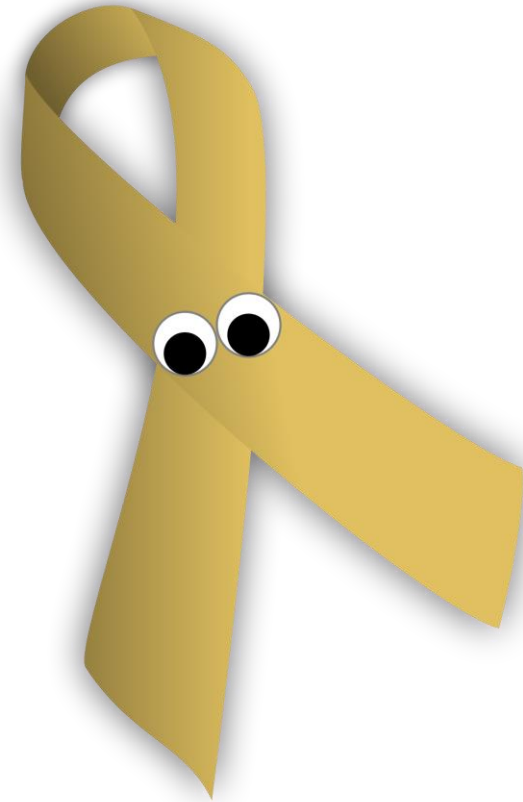
Model of change	Main agents of change	Interventions	Psychological processes	Behavioural outcome
Prejudice reduction model	Members of historically advantaged groups	Intergroup contact Cooperative interdependence Re-education Empathy arousal	Stereotype reduction More positive affect Decreased salience of group boundaries and identities	Reduction of individual acts of discrimination Reductions of intergroup conflict
Collective action model	Members of historically disadvantaged groups	Empowerment Consciousness raising Coalition building	Sense of injustice Collective anger Collective efficacy increased salience of group boundaries and identities	Collective action to change the status quo

Quelle: Dixon et al. (2012)

EMPOWERMENT DURCH SATIRE, COMICS & MEMES

Beispiele:

- Institut zur Erforschung Neurotypischer
- Fuchskind (Daniela Schneider)
- The Neurotypical Wife
- An introduction to Allism
- Actually Autistic Memes
- Autie-biographical (Theresa Scovil)
- Autistic Bride
- Tone it Down Taupe
- Allism Shouts



Understanding.....
The Three Functional Levels of Allism



while not autistic, may enjoy some degree of other types of neurodivergence

moderate ability to question authority & arbitrary social rules

with the right support, can become nearly indistinguishable from their autistic peers



marked deficits in pattern recognition

requires substantial emotional support when not able to constantly socialize & engage in small talk

basic level of interest in anything

will need significant support to function without noise



severe deficits in ability to say what they mean

lack of excitement about their interests, rarely able to info dump with even an ounce of joy

doesn't even notice the fluorescent lighting

will require lifelong support to understand that empathy, communication goes both ways, is expressed in diverse forms



Look at me I'm a
neurotypical



I give weird hints about
things instead of just telling
people

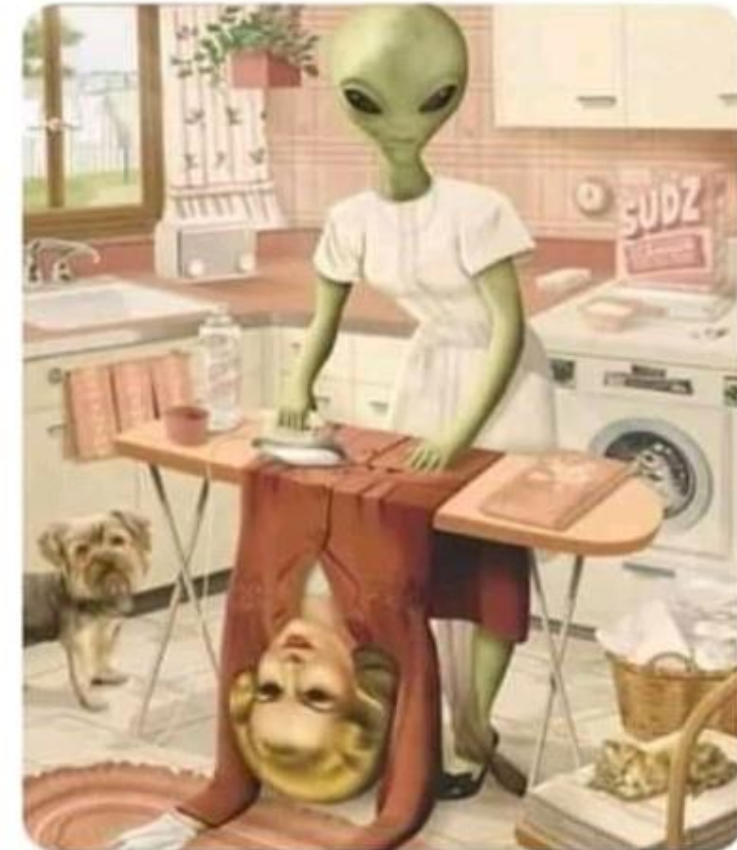
Neurotypicals: Our social rules and expectations are not that confusing

Their social rules and expectations:





Getting ready
to mask all day



Autie-biographical



Proudly Labelled

By: Theresa Scovil

ALLISM (SATIRE)

“Autistic people often refer to non-autistics as “allistics.” If autistics were the neuro-majority, then the 1-2% of the population who were allistic would have their entire existence pathologized.

Allism Spectrum Disorder: a pervasive developmental disorder which impairs a person’s social, communicative, emotional, cognitive, and behavioral function. The symptoms of allism range from moderate to severe and are lifelong; however, with intensive treatment and early interventions, the presentation of symptoms can be less severe. Currently, there is no cure for allism.”



neurowonderful

If we can just overlook their inferior neurotype, people with allism have so much to teach us! I love someone with allism <3

Quelle: NeuroInclusive,
Terra Vance



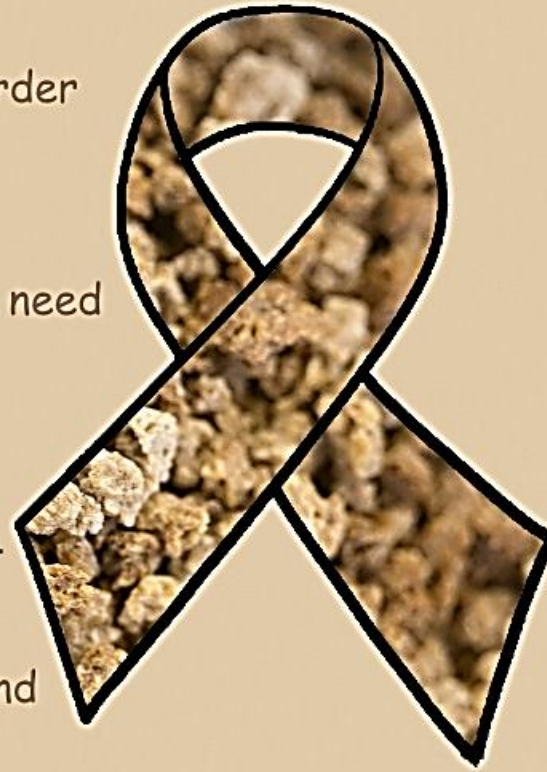
Allism is a pervasive developmental disorder that affects approximately 321 million individuals in the USA alone.



Symptoms of allism include an obsessive need for eye contact, a marked lack of bodily reactions to emotion, inability to accept nonverbal communication, and unwillingness to vaccinate their children.



There is no known cure for allism, so people with allism rely on our patience and support in spite of their differences.



Share to support children and families suffering from allism!
#Lightitupbeige for a cure!

We need **awareness**
of those who tragically
lack autism.



The ribbon is taupe to symbolize the toned-down sensory and emotional experiences of those lacking autism.

The eyes represent the incessant demands for eye contact from people lacking autism.

tone it down taupe

Allism disorder: A mysterious illness of the brain that causes sufferers to touch you obsessively, make weird and obscure hints, ask questions they don't mean to be answered, stare creepily into your eyeballs and expect you to also engage in doing so, say things they don't actually mean, be awful at sensing things that we can, and have very faulty and unreliable memories.

@kittenautie



spicy_autistic

**PEOPLE WHO ARE TRAGICALLY
LACKING AUTISM FREQUENTLY
INSIST ON EXCESSIVE EYE
CONTACT IN SOCIAL
SITUATIONS. GENTLY
BUT FIRMLY REMIND
THEM THERE ARE BETTER
PLACES TO LOOK, LIKE THE WALL
OR THE FLOOR. CONSTANT
REMINDERS MAY BE
NECESSARY, IT'S VERY
DIFFICULT FOR THEM TO
CHANGE THEIR NATURAL
INCLINATIONS.**

**TONE IT
DOWN TAUPE**

**ARE YOU A PERSON
LIVING WITH THE
CONDITION OF ALLISM?
WE WOULD LOVE TO HEAR
YOUR PERSPECTIVE***

***BUT ONLY IF IT IS THE SAME AS OURS.**



**FB/TONEITDOWNTAUPE
(IT'S SATIRE!)**

Morton, C: Why Johnny Doesn't Flap - NT Is Ok!

"Johnny doesn't have a topic that he knows everything about, like World War II or dinosaurs or hydraulic forklifts. I try to share in-depth information with him, but he seems uninterested. He may never be a real expert at anything, but he is a good person, so that's OK."





4. ABLEISMUS

ABLEISMUS

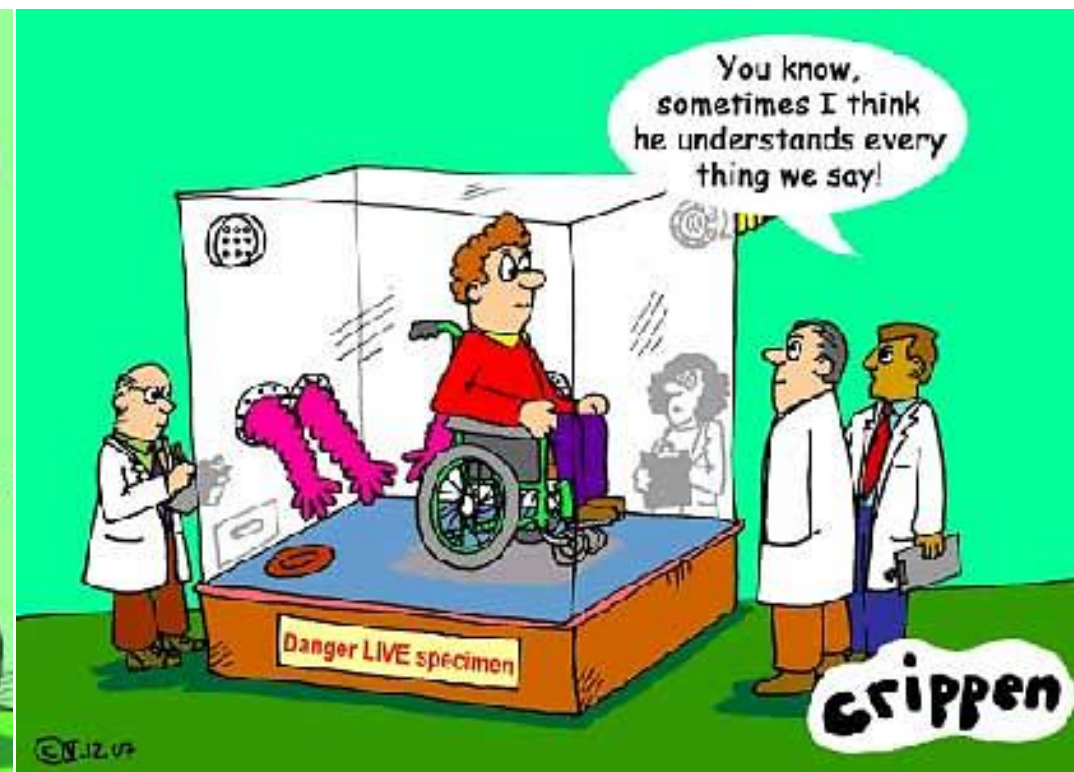
Ungleichbehandlungen, Grenzüberschreitungen und stereotype Zuweisungen gegenüber behinderten und kranken Menschen.

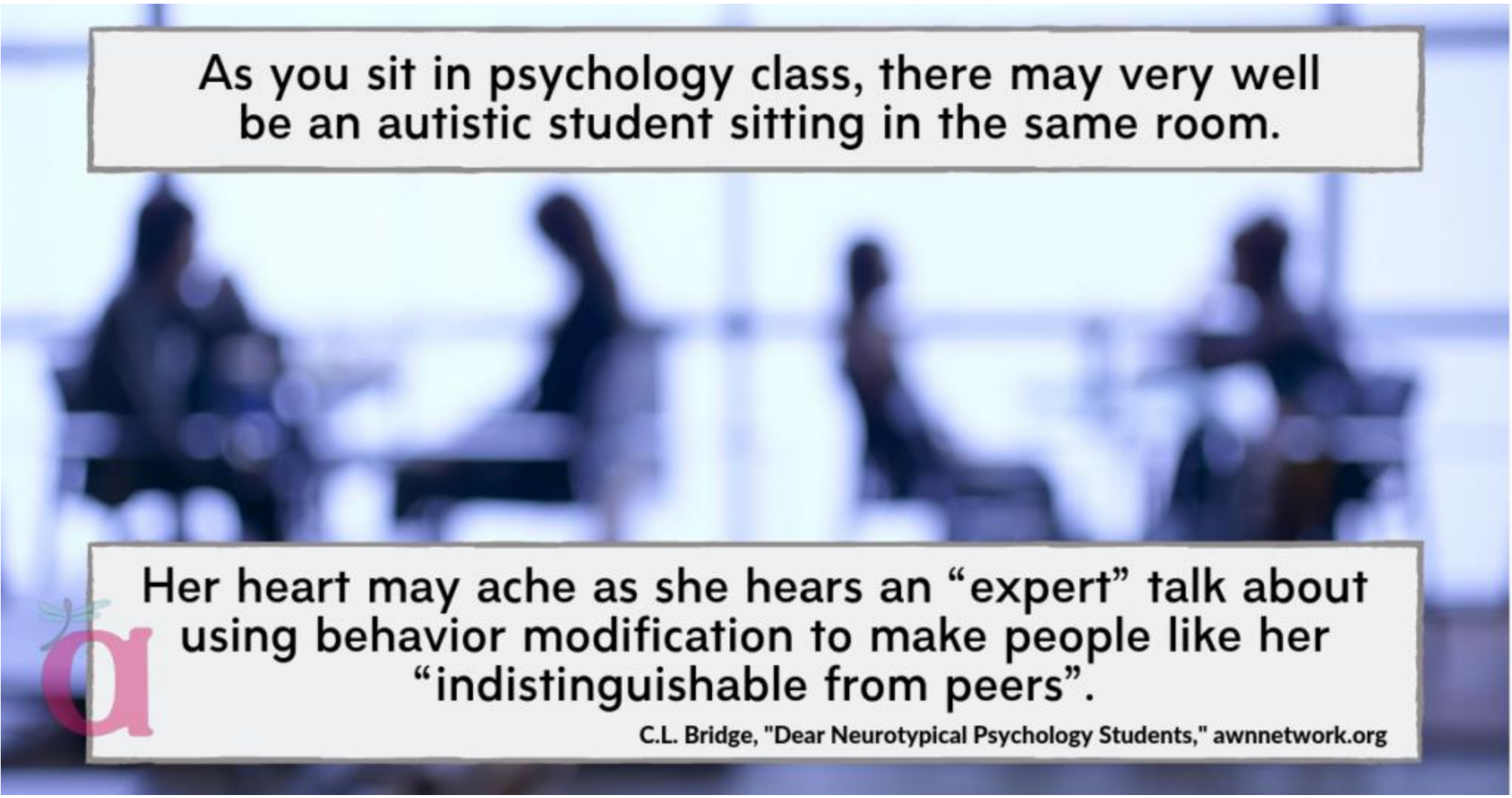
- 1. Wahrnehmungs- und Erwartungshaltung nicht-behinderter Menschen gegenüber behinderten Menschen:** Stereotype (positive / negative), meist passiv geformt durch Falschinformationen und/oder Unwissenheit. Stereotype werden als Tatsache betrachtet und nicht hinterfragt.
- 2. Gesellschaftliche Normalität, die behinderte Menschen nicht berücksichtigt:** Unterrepräsentanz in Medien, Politik, Lehre usw.

ABLEISMUS

3. **Ableismus beruht auf Macht und Unterdrückung:** wie bei anderen Diskriminierungsformen, jedoch meist weniger offen feindlich; äußert sich im nicht ernst nehmen, Wissen in Abrede stellen, Bedürfnisse ignorieren und „gaslighting“ behinderter und kranker Menschen.
4. **Normative Vorstellung davon, was Menschen leisten oder können müssen:** die Mehrheit bestimmt die Norm. Wer von dieser Norm abweicht, wird als behindert oder krank gekennzeichnet und als minderwertig wahrgenommen.

Quelle: Kollodzieyski (2020)





As you sit in psychology class, there may very well be an autistic student sitting in the same room.

Her heart may ache as she hears an “expert” talk about using behavior modification to make people like her “indistinguishable from peers”.

C.L. Bridge, "Dear Neurotypical Psychology Students," awnnetwork.org

On not being human

Gernsbacher, M. (2007)

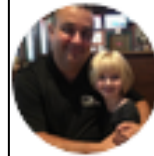
“In a recent New York Times *notable book of the year*, an internationally acclaimed psychological scientist segregated autistic people from other humans and placed them “together with robots and chimpanzees.” ...

Such theorizing was recapitulated in the popular press as the claim “it’s as if autistic People do not understand or are missing a core aspect of what it is to be human” (Falcon & Shoop, 2002).

If that they referred to members of any other minority group, we’d call the statement hate speech.”

“Together, with robots and chimpanzees, people with autism remind us that cultural learning is possible only because neurologically normal people have innate equipment to accomplish it.”

Steven Pinker (2002)



Greg Coniglio @wgrc1971 · 17. Juli



Antwort an [@slooterman](#)

Wow what an awful thing to say



Wolf Wahl @w_wahl · 1. Aug.



Antwort an [@slooterman](#)

As an autistic myself...he was referring to the then (2002) widely accepted but today outdated concept of "Theory of Mind" and a very narrow concept of "Culture" meaning: stuff that only neurotypical people would build - I, and the chimps still looking at such culture, wondering.



The 'Tism @GotTheTism · 10. Sep. ...

#AbleismTellsMe that **autism** is a "curse" and a "disease and that autistic people are burdens on their families instead of people with thoughts and feelings who should be treated with basic human dignity and respect



Hannah C. Rosenblatt @theRosen... · Sep 2 ...

#AbleismTellsMe, dass ich wegen meines Autismus in meiner eigenen Welt lebe, als ob es nicht an Barrieren, Unwillen des Verstehens und unpassenden Normvorstellungen liegt, die uns so weit trennen



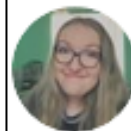
:) @lilmemegod · 4. Sep. ...

#AbleismTellsMe that if I didn't want to get treated like shit by bullies in school, I should have "acted less autistic" as if **autism** was a t-shirt that I could change out of whenever I wanted to.



Autism Speaks @wolkenfluff · Sep 2 ...

#AbleismTellsMe, dass meine Kommunikation "falsch" ist & Menschen das Recht haben, mich "passend" zu erziehen - notfalls mit Gewalt. (So wurde das Mobbing in der Schule rechtfertigt. Müsse mich nur anpassen, dann würde es aufhören. Es sei gut gemeint.)



Ashley Fox @ashley_fox_101 · 1. Sep. ...

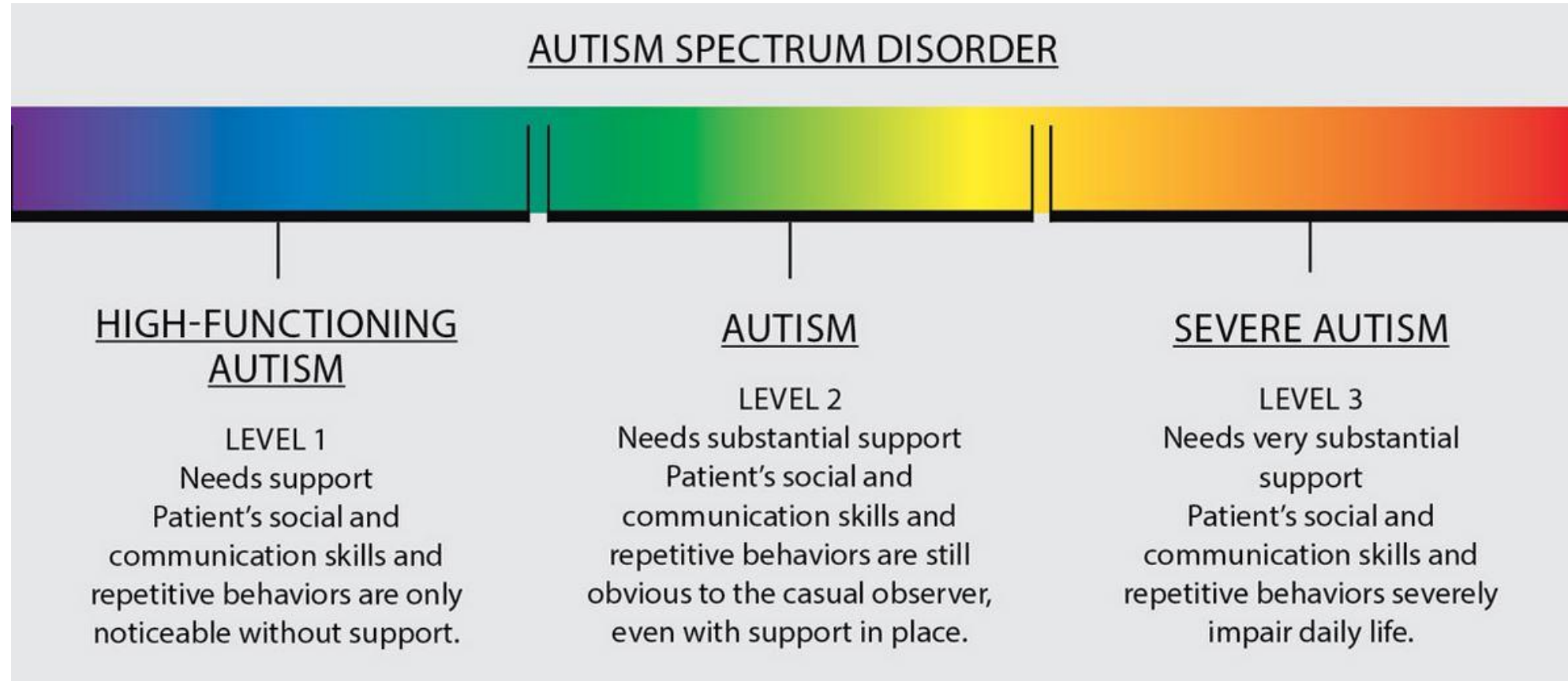
#AbleismTellsMe people would rather kill others or their child than have a child with **autism** when it comes to vaccines.

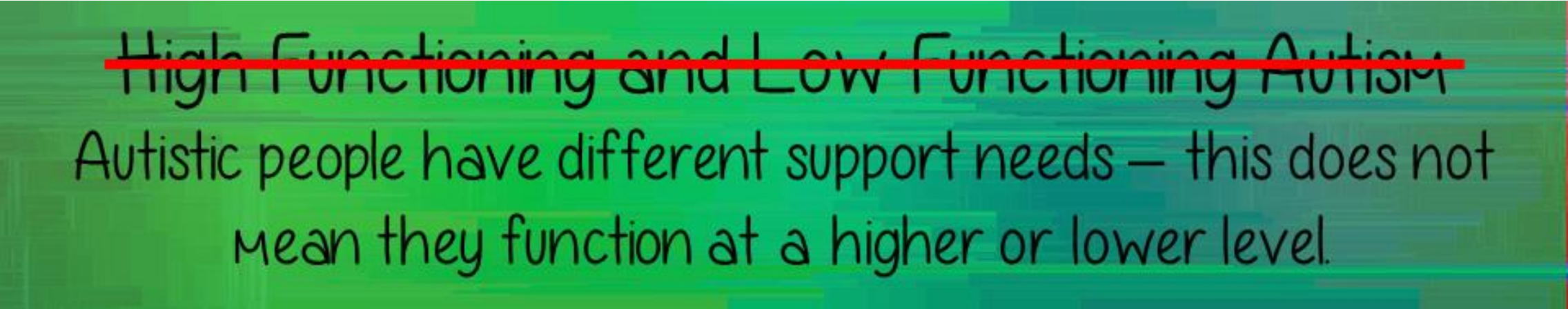


Copper Rose @RoseCopper · Sep 2 ...

#AbleismTellsMe Dass nur weil man als Erwachsene Strategien gefunden hat mehr oder weniger den Alltag zu bewältigen man ja "gar nicht so ist wie dieses autistische Kind da" - dass man vorher quasi dieses Kind war, kommt nicht in den Sinn.

FUNKTIONING LABELS





~~High Functioning and Low Functioning Autism~~
Autistic people have different support needs – this does not
mean they function at a higher or lower level.

Quelle: Autism South Africa

Functioning Labels are dehumanizing.

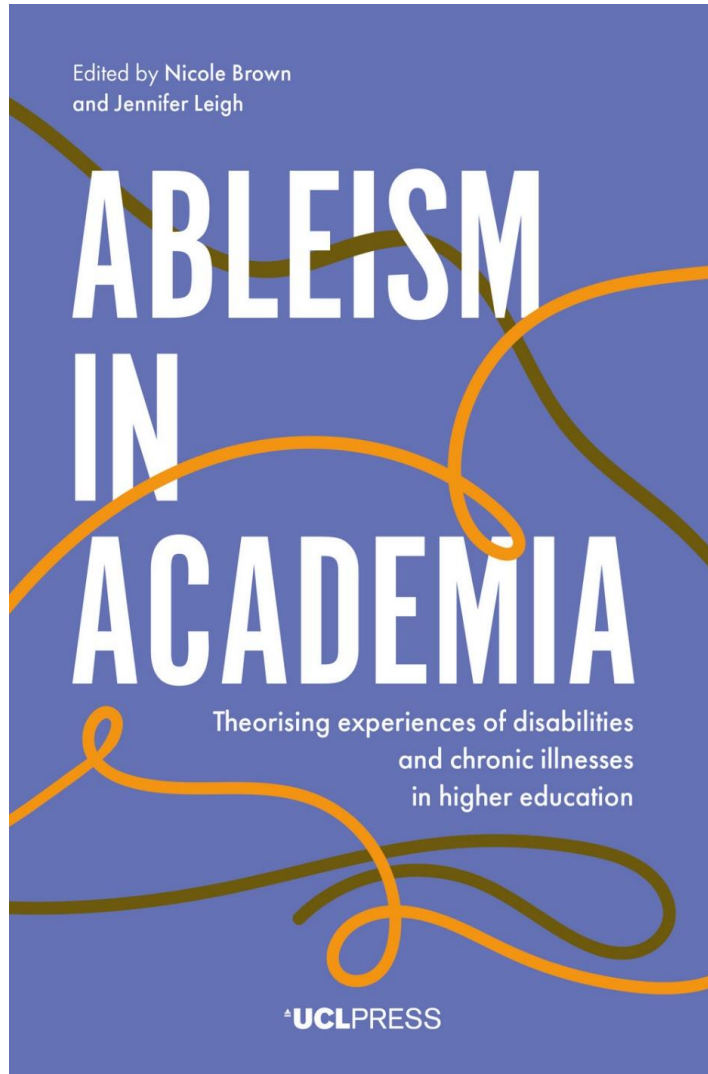
"Labels are imposed on us by people who claim expertise on us, yet never really listen to us, and by people who use the labels but have no idea why they do so. Others use the functioning labels to separate 'them' from 'us.' They are good, we are bad; they can, we can't.

Being called 'low-functioning' and dismissed as a lost cause did enormous harm to my self-esteem."

*- Amy Sequenzia, I am an Autistic Woman,
What Every Autistic Girl Wishes Her Parents Knew*

“The difference between high-functioning and low-functioning autism is that high-functioning means your deficits are ignored, and low-functioning means your assets are ignored.

— Laura Tisoncik



Where are the disabled and ill academics?

“We draw on our research and our experiences as speakers regarding ableism in academia to provide food for thought, stimulate a debate and raise awareness of those academics experiencing chronic illness, disability or neurodiversity, whose voices are not heard.”

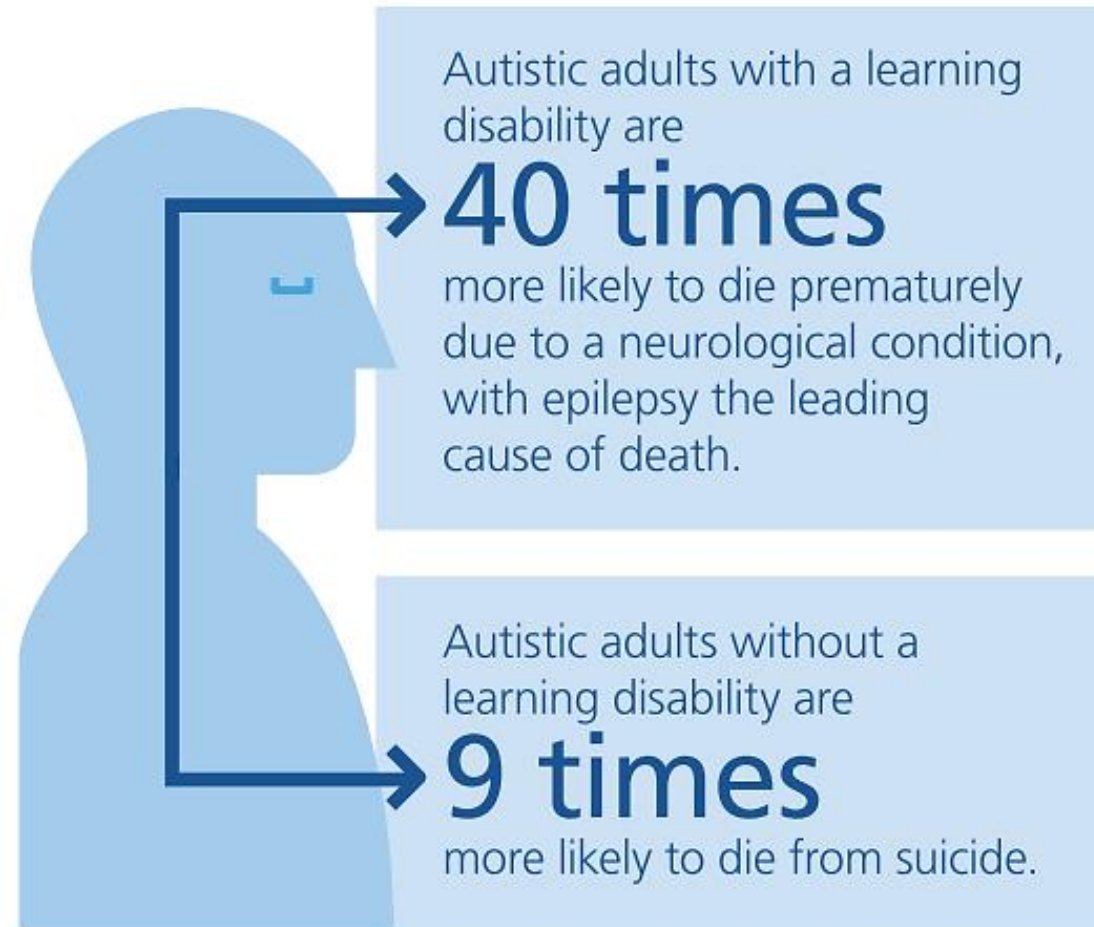
Nicole Brown & Jennifer Leigh (2018)

WIRKUNG AUF AUTISTISCHE MENSCHEN

- **Mobbing:** 63 bis 82% der autistischen Kinder erleben in der Schule Mobbing
- **Depressionen & Angststörungen:** Prävalenz von bis zu 70%
- **Arbeitslosigkeit:** 55 bis 85% der autistischen Menschen sind arbeitslos
- **Suizid:** Suizidversuche bis zu 47%, Suizidgedanken bis zu 72%
- **Verkürzte Lebenserwartung:** Tod 16 – 30 Jahre früher als der nationale Durchschnitt

Quellen: The National Autistic Society (2012), Hedley & Mirko (2018), Hirvikoski et al. (2015), Simonoff et al. (2008), Dalferth (2017) .

Two findings relative to the general population are particularly striking:



Quelle:
Autistica UK (2012)

A thin vertical black line is positioned on the left side of the slide, extending from the top to the bottom.

5. SCHLUSSWORT

Autistic peer-to-peer information transfer is highly effective

Crompton et al. (2020)

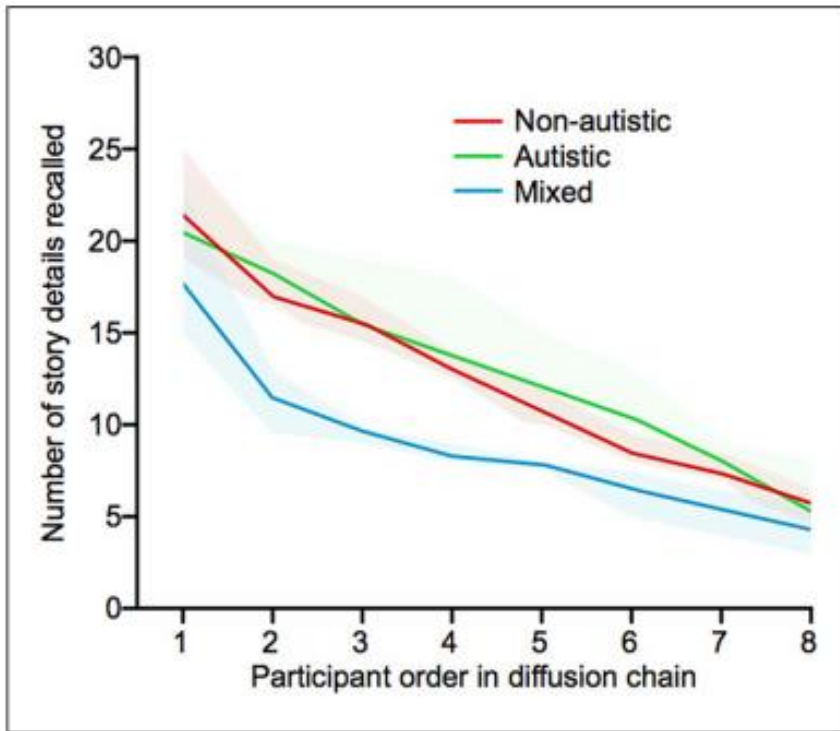
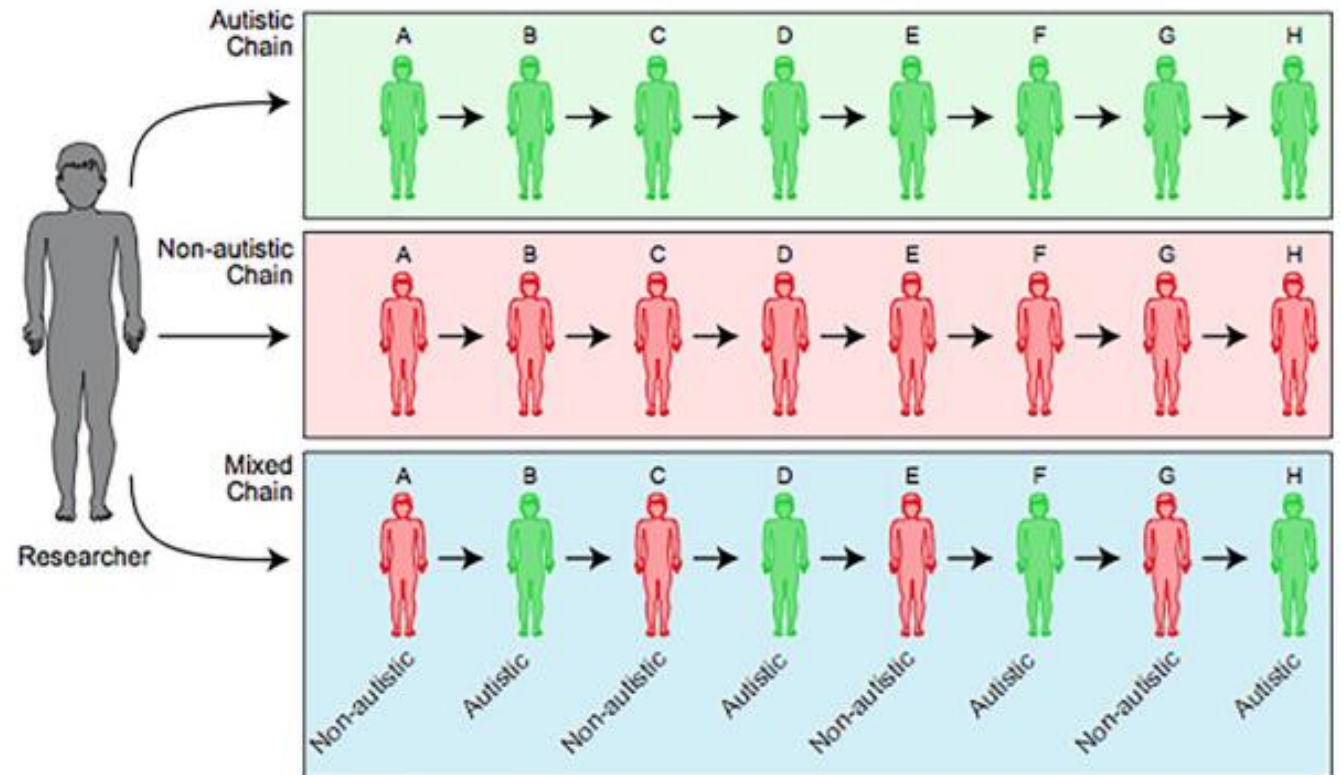


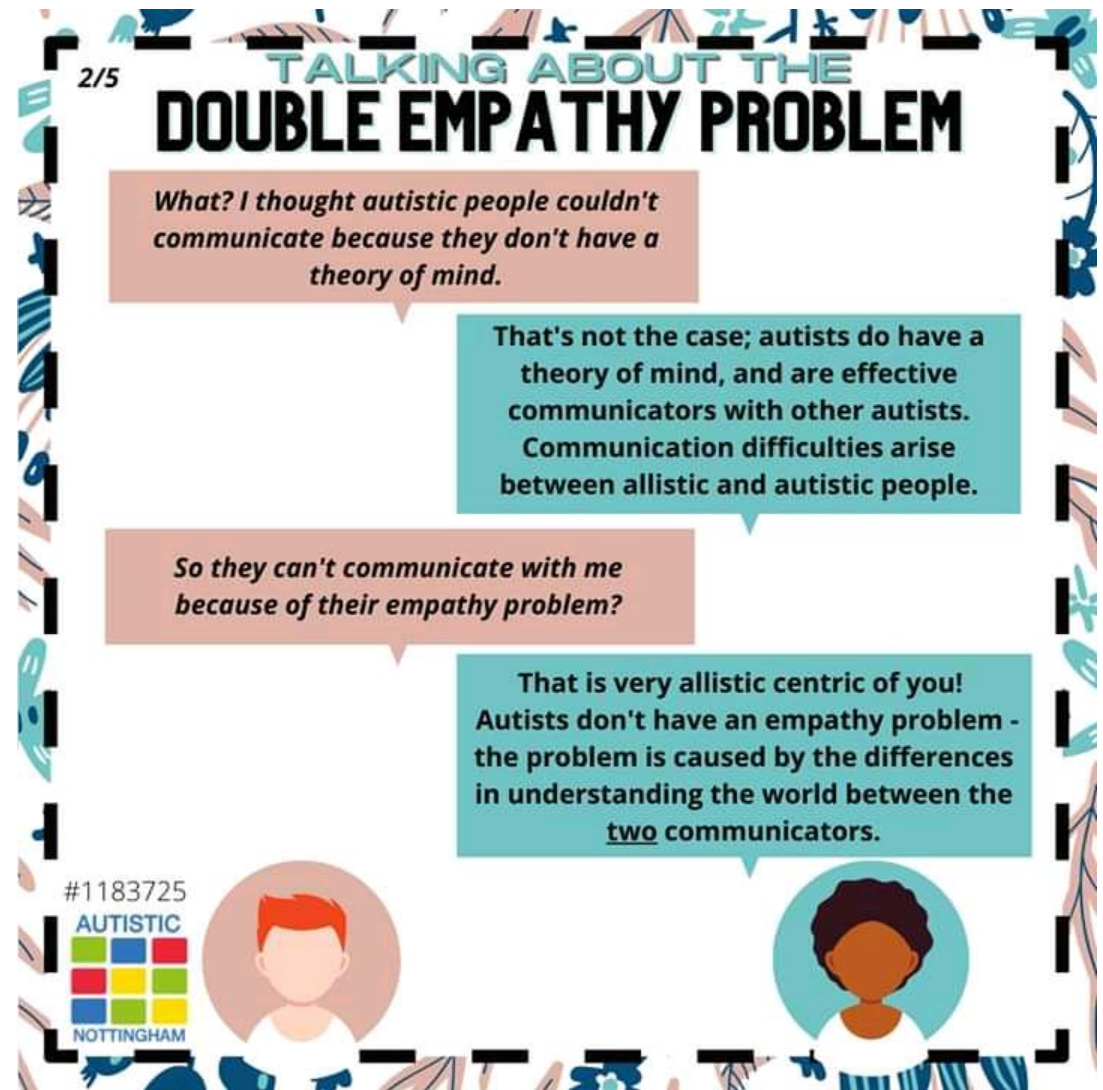
Figure 2. Mean and range of story details (out of 30) transferred in the diffusion chain, by group and position.



Double Empathy Problem

Milton (2012)

Kommunikationsprobleme zwischen autistischen und nicht-autistischen Menschen sind zurückzuführen auf Schwierigkeiten der Gegenseitigkeit und des fehlenden gegenseitigen Verständnisses, die zwischen Menschen mit sehr unterschiedlichen Welterfahrungen auftreten können.



Danke für Ihre Aufmerksamkeit.



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