



LGBTQ+ND

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What is Neurodiversity?

According to the National Symposium on Neurodiversity (2011) held at Syracuse University, neurodiversity is:

"...a concept where neurological differences are to be recognized and respected as any other human variation. These differences can include those labeled with Dyspraxia, Dyslexia, Attention Deficit Hyperactivity Disorder, Dyscalculia, Autistic Spectrum, Tourette Syndrome, and others."

[\(Disabled World\)](#)



Neurodiversity vs Mental Illness

This group of conditions are all neurological, meaning their traits are caused by the way the brain is wired.

- Traits
- External differences with the world around them

Psychological disorders are those such as anxiety and mood disorders, and personality disorders.

- symptoms/behaviors and emotions
- Internal differences

Why focus on Autism?

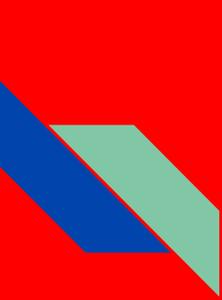
-a condition such as autism is a part of who the person is and to take away the autism is to take away the person.

In a study by the International Study of Autism Research in 2017

- 69.7% of participants reported being non-heterosexual
- Nearly 8xs more likely to express gender variance
- More people with autism identify as LGBTQ:

In a British Documentary on Autism in a study of over 55,000 participants who are autistic identified as:

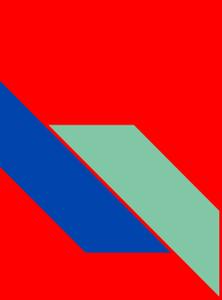
- 7% cisgender male
- 4% cisgender female
- 24% Gender fluid



Autism Spectrum Disorder Diagnostic Criteria (5 criterion) (Learners on the Autism Spectrum)

A. Persistent deficits in social communication and social interaction

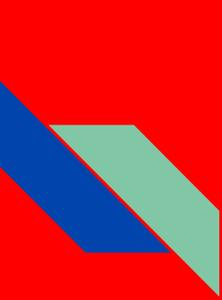
1. Deficits in social and emotional reciprocity.
2. Deficits in nonverbal communicative behaviors used in social interactions
3. Deficits in developing, maintaining, and understanding relationships



Autism Spectrum Disorder Diagnostic Criteria (5 criterion cont'd)

B. Restricted, repetitive patterns of behaviors, interests or activities

1. Stereotyped or repetitive motor movements
2. Insistence on sameness, inflexible adherence to routines
3. Highly restricted, fixed interests that are abnormal in intensity or focus
4. Hyper- or hypo- reactivity to sensory input or unusual interest in sensory aspects of the environment



Autism Spectrum Disorder Diagnostic Criteria (5 criterion cont'd)

C. The symptoms are present in the early developmental period

D. Symptoms are clinically significant impairment in social, occupational, or other areas of important functioning

E. These differences are not better explained by intellectual disability or global development delay

Severity levels of Autism Spectrum Disorder

ASD Level 1 Requiring Support



difficulty initiating social interactions

organization and planning problems can hamper independence

ASD Level 2 Requiring Substantial Support



social interactions limited to narrow special interests

frequent restricted/repetitive behaviors

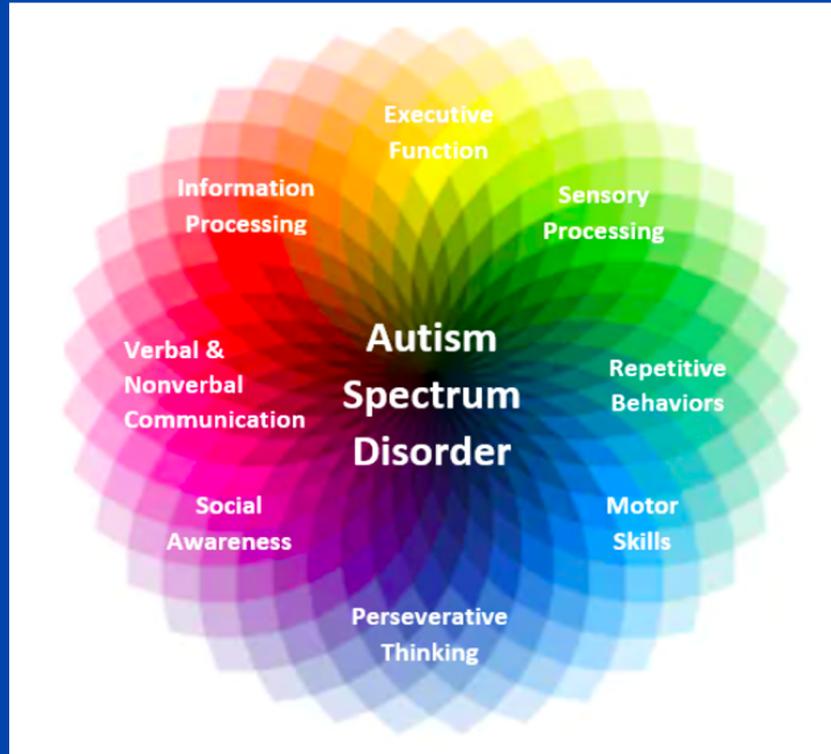
ASD Level 3 Requiring Very Substantial Support



severe deficits in verbal and nonverbal social communication skills

great distress/difficulty changing actions or focus

Challenges of the DSM-V, criteria for Autism Spectrum Disorder



AUTISM IS A SUNDAE BAR

Genius Savant Skill

Good at Art

Depression

Hates Sour Tastes

Gut problems

Hyper-Focus

Gluten Intollerant

Good at Math

Doesn't Understand Sarcasm

Good at socializing

Dyslexia

Headaches

Bipolar

Sensory issues

Short Attention Span

Smell Sensitivity

Asexual

Noise sensitivity

Hyperlexia

ADHD



Take a Couple of minutes and think about the person someone you know who is autistic.

- Does this person meet the criteria according to the DSM-V?
- Does understanding autism change the way you understand this person?

Autism Terminology

The following is a list of terms that will be discussed in class with respect to their usage in speaking and writing. This discussion will address being sensitive to the preferences expressed by key stakeholders and advocacy groups, including individuals who identify with the neurodiversity movement.

General Terms	Diagnostic Terms	Person-First (Pathology Paradigm)	Identity-First (Neurodiversity Paradigm)	Variations	Controversial
<ul style="list-style-type: none"> • Autism • Autistic 	<ul style="list-style-type: none"> • Autism Spectrum Disorder (ASD) – cite DSM 5 • Autism Spectrum Condition (ASC) – cite ICD-10 • Child/individual diagnosed with autism ASD/ASC • Child/individual identified as having autism ASD/ASC • ASD levels 1, 2, 3 - cite DSM 5 	<ul style="list-style-type: none"> • Child/individual with autism 	<ul style="list-style-type: none"> • Autistic child/individual • Child/individual who identifies as autistic • Autistic culture 	<ul style="list-style-type: none"> • Child/individual on the autism spectrum • Child/individual who identifies [as being] on the autism spectrum 	<ul style="list-style-type: none"> • Aspie • Asperger/Asperger's • Kanner's autism/syndrome • High functioning autism • Low functioning autism • High level autism • Low level autism • Highly autistic • Highly verbal autism • Nonverbal autism • Suffers from or is a victim of autism • Autism as a disease or illness

*Exceptions may apply when terms are cited in historical context and/or in reference to diagnosis, including current and past versions of the DSM (e.g., DSM-IV-TR includes Asperger Syndrome, PDD-NOS)

Selected References

Autism Rights Movement (ARM) <http://www.autism-help.org/index.htm>

Autistic Self Advocacy Network (ASAN) <http://autisticadvocacy.org/>

Kapp, S. K., Gillespie-Lynch, K., Sherman, L. E., & Hutman, T. (2012, April 30). Deficit, Difference, or Both? Autism and Neurodiversity. *Developmental Psychology*. Advance online publication. doi: 10.1037/a0028353

Kenny, L., Hattersley, C., Molins, B., Buckley, C., Povey, C., & Pellicano, E. (2016). What terms should we use to describe autism? Perspectives from the UK autism community. *Autism*, 20, 442–462. doi:10.1177/1362361315588200.

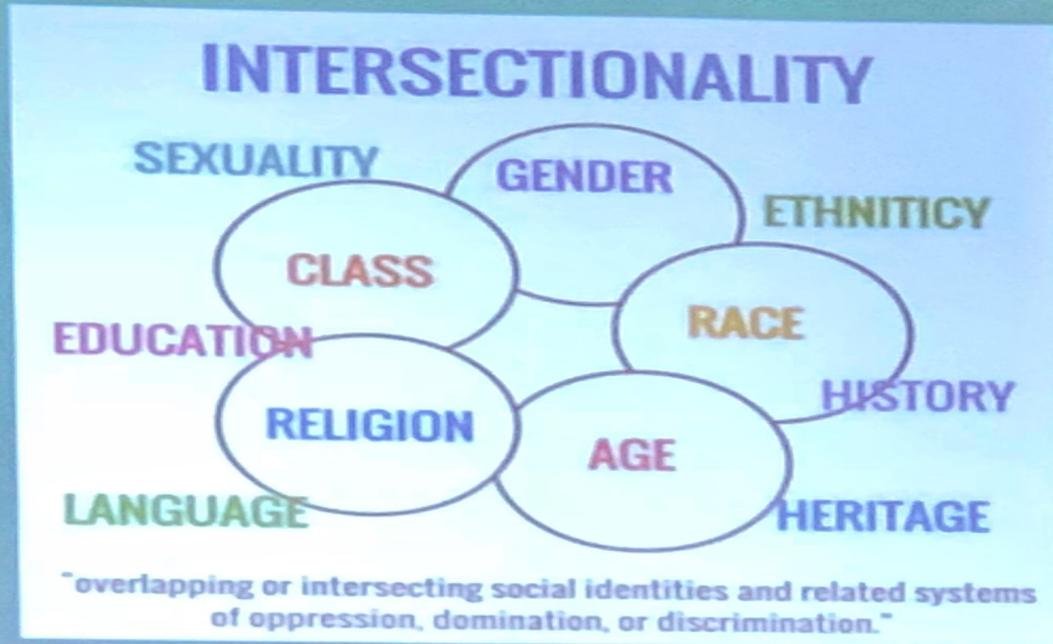
Robison, John Elder (blog) <http://ierobison.blogspot.com/>

Sinclair, J. (2013). Why I dislike "person first" language. *Autonomy, the Critical Journal of Interdisciplinary Autism Studies*, 1 (10)

Walker, N. (2012). Throw away the master's tools: Liberating ourselves from the pathology paradigm. *Loud hands: Autistic people, speaking*, 225-37.

Intersectionality with Race

WHAT IS INTERSECTIONALITY?



Intersectionality with Gender

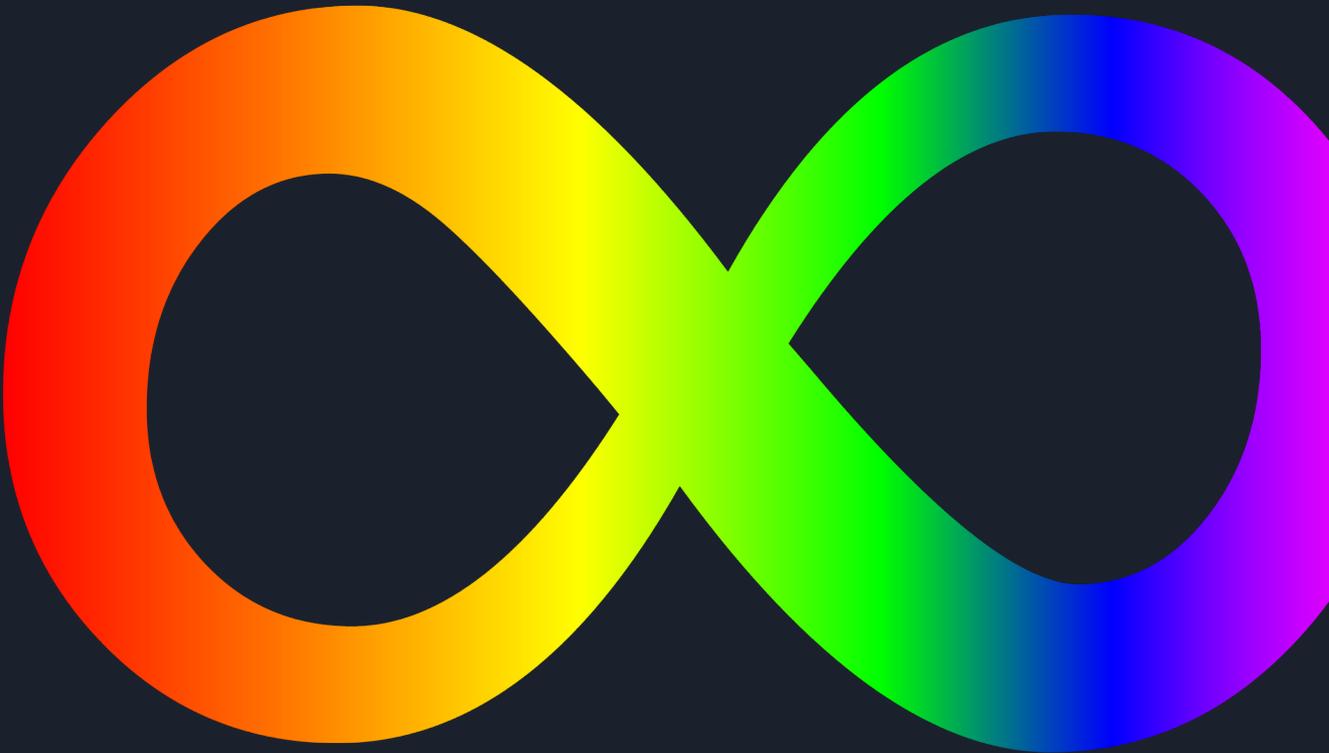


Autism and Gender + Sexual Identity + Debunking Myths





Compulsory Heterosexuality + Being a queer autistic female



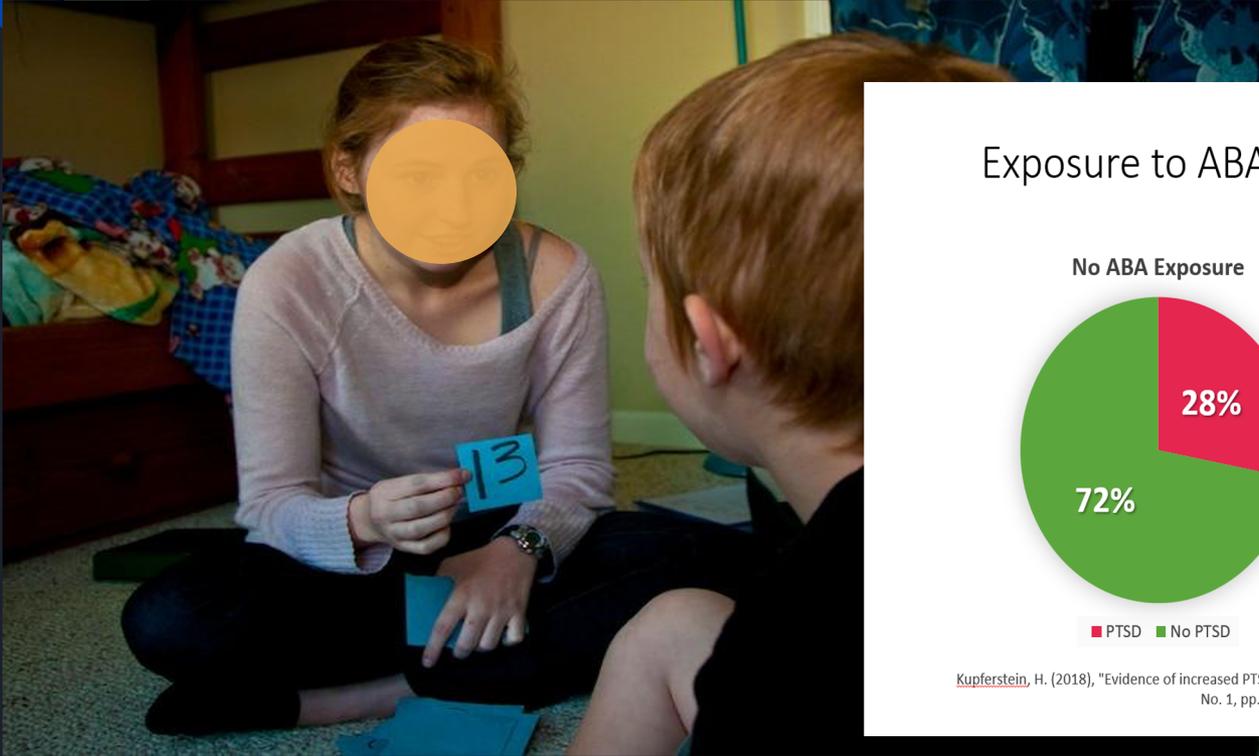
Compulsory Heterosexuality + Being a queer autistic female



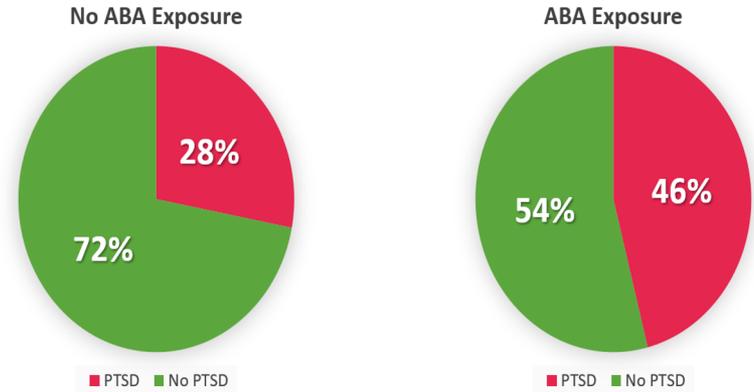
Conversion Therapy: ABA



Autism Therapy (ABA)



Exposure to ABA Therapy and PTSD in Autistics



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>

Autism Accomplishments + Joy



TRANS 101

GENDER DIVERSITY CRASH COURSE

VIDEO FIVE: **NEURODIVERSITY**





Inclusivity:

What are some things we can do to create an inclusive environment for all students?

Here are some considerations for designing an inclusive place:

- Accessibility
 - Safe from barriers for students to move
- Well organized & Comprehensible
 - Activities in these places should be arranged clearly and logically (hint: think about things that can visually help students who have a hard time with organization)
- Welcome and Inviting
 - Aesthetics that represents diversity



Resources

- [About Autism \(from Autistic Self Advocacy Network\)](#)
- [Neurodiversity and Gender Diverse Youth: An Approach to Care](#)
- [Designing for Neurodiversity and Inclusion](#)
- [Ask an Autistic \(Video Series, Part 1\)](#)



Discussion

1. What is one thing you learned from your workshop?
2. How can we support neurodiverse/diabled people in the LGBTQ community?
3. How can we make classrooms, LGBTQ spaces accessible to neurodiverse people?