



<p>Some Thoughts on the Research</p> <p>Intention: Making experiences of and with autism accessible for science</p> <p>Two Perspektiven: own experiences – experiences with others other-awareness</p> <p>Research Field: groups of autistic people (here: Camps, Workshops „Autistic Skills“)</p> <p>Approach: Develop theory by successive and reproducible abstraction</p> <p>Ziel: Collage out of findings and discussions of theory</p>	<p>Workshops „Autistic Skills“</p> <p>by autistic people for autistic people</p> <p>ca. 120 workshops with ca. 800 participants since 2009</p> <p>The participants are</p> <p>open-minded, interested, nonjudgemental</p> <p>The workshops</p> <p>focus on an exchange of the participants own experiences</p> <p>function like group-based introspections</p> <p>enhance other-awareness</p> <p>are an environment for explorative researches</p>	<p>Design of the Research</p> <p>Grounded Theory; Ethnomethodology</p> <p>Juliet Corbin, Anselm Strauss; Harold Garfinkel</p> <p>Perspektives:</p> <p>guided interviews with 6 young autistic persons</p> <p>broschures on the workshops „Autistic Skills“</p> <p>one workshop „Autistic Skills“ with 6 young participants</p> <p>the author's introspection based on his own publications</p> <p>Sample: 11 autistic persons, 8 male, 3 female, aged between 14 and 24 years</p>
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Findings / Results

<p>Being Different</p> <p>Being autistic means being different:</p> <p>experiencing social environments as strange and inappropriate</p> <p>being excluded</p> <p>But autistic environments are</p> <p>regarded as familiar</p> <p>experienced as barrier-free</p> <p>seen as a suitable social environment</p>	<p>To Understand and to Be Understood</p> <p>Difficulties in understanding others:</p> <p>irony and jokes are hard to understand</p> <p>contexts are often not clear</p> <p>Feeling not understood by others:</p> <p>misunderstood</p> <p>misjudged</p> <p>Two worlds – two kinds of understanding:</p> <p>Social and communication experiences logically and rationally</p> <p>Experiences with objects intuitively</p>	<p>Thinking and Perceiving Differently</p> <p>The autistic way of being different:</p> <p>is hard to understand</p> <p>has to do with thinking and perceiving</p> <p>means translating thoughts</p> <p>Autistic thinking:</p> <p>Inside and outside perspectives are not clearly distinguished from each other</p> <p>Within communication (intrinsic) associations and synchrony of activities are vital</p>	<p>Autistic Spectrum</p> <p>Identified coordinates of a spectrum related to thinking and perceiving:</p> <p>Speaking: correct, like literary language or cumbersome and reduced</p> <p>Speakers perspektive: unplausibel or (logically) comprehensible</p> <p>Interests: pictures and objects or rather structures and functions</p> <p>Basic perception: visual or rather auditory</p>
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Abstraction of Findings

<p>To Judge and To Be Judged</p> <p>strange: external perspective</p> <p>behaviour</p> <p>deviation</p> <p>selbst: internal perspective</p> <p>thinking and perception</p> <p>own personality</p> <p>autistisch: external perspective</p> <p>thinking and perception</p> <p>variation</p> <p>Incompatible social environment?</p>	<p>To Process Experiences</p> <p>non-autistic</p> <p>social world: intuitively („Theory of Mind“)</p> <p>world of objects: logically, rationally</p> <p>thinking: verbal, based on concepts</p> <p>autistic</p> <p>social world: logically, rationally</p> <p>objects: intuitively („Theory of Function“)</p> <p>thinking: based on perceptions, associative</p> <p>Objects related approach to the world?</p>	<p>Thinking and Language</p> <p>Translating thoughts</p> <p>different modes of thinking</p> <table border="0"> <tr> <td>lingual</td> <td>perceptual</td> </tr> <tr> <td>concepts</td> <td>associations</td> </tr> <tr> <td>joining</td> <td>synchronizing</td> </tr> <tr> <td>attention</td> <td>activities</td> </tr> <tr> <td>external</td> <td>internal perspective</td> </tr> <tr> <td>social world</td> <td>world of objects</td> </tr> </table> <p>Language and Thinking detached?</p>	lingual	perceptual	concepts	associations	joining	synchronizing	attention	activities	external	internal perspective	social world	world of objects	<p>Thinking-styles</p> <p>Characteristics depending on interaction, dominance and structure of each thinking-mode</p> <p>Lingual thinking</p> <p>language processing</p> <p>speaking and writing</p> <p>Perceptual thinking</p> <p>visual perception</p> <p>object (picture)</p> <p>structure (pattern)</p> <p>auditory perception</p> <p>A variation of thinking-styles?</p>
lingual	perceptual														
concepts	associations														
joining	synchronizing														
attention	activities														
external	internal perspective														
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Embedding Within a Theoretical Context

<p>Stigma</p> <p>Erving Goffman*</p> <p>damaging social identity (stigmatised)</p> <p>confirming social identity (stigmatising)</p> <p>Autistic (self-) Wahrnehmung:</p> <p>rather objects than social aspects</p> <p>rather own body than social role</p> <p>Autism: violation of taboos</p> <p>trait of personality</p> <p>Ethnos</p> <p>Harold Garfinkel, Damian Milton</p> <p>specific similarities within interaction and communication</p> <p>sense of self and the world</p>	<p>Sign Systems</p> <p>Jacques Lacan, Martin Feuling</p> <p>Thinking takes place within sign systems, of which a couple exist. They structure thinking in different ways respectively.</p> <p>Language: term and logic</p> <p>Linkage: concepts</p> <p>Reference: other sign systems</p> <p>Self-reference: social environment</p> <p>inside & outside detached</p> <p>Pictures: object and structure</p> <p>Sounds: oscillation and rhythm</p> <p>Linkage: associations</p> <p>Reference: perception</p> <p>Self-reference: own body</p> <p>inside & outside blurred</p>	<p>Consciousness and Personality</p> <p>Temple Grandin, Hajo Seng</p> <p>entangled thinking:</p> <p>Language completely covers the other sign systems. Those appear as unconscious eg within dreams, where they appear to be structured like language.</p> <p>Self- and worldspereception: holistic</p> <p>Reference: social environment</p> <p>detached thinking:</p> <p>The sign systems cover each other only partially and are all part of the consciousness. Autistic humans don't have a unconscious which is structured like language.</p> <p>Self- and worldspereception: fragmented</p> <p>Reference: world of objects</p>	<p>Functional Connectivity</p> <p>Uta Frith, Laurent Mottron et al.</p> <p>Neurobiological findings are quite heterogeneous, but finding on functional connectivity match well:</p> <p>other neurological findings</p> <p>neuropsychological approaches:</p> <p>Theory of Mind</p> <p>Central Coherence</p> <p>Executive Functions</p> <p>The areas of language processing and visual perception processing have a high neuronal plasticity. Variations within</p> <p>connectivity between brain areas</p> <p>configuration on a neuronal level</p> <p>on a psychic level</p> <p>of sign systems</p>
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The names listed here are not complete and should only give an idea of the source of these ideas.

<p>To Grow Up and to Live Within a Social Environment</p> <p>to be excluded, to be discriminated</p> <p>disease, disorder, handicap or otherness?</p> <p>framings determine limits of development</p> <p>unable to mirror in others</p> <p>thinking, perceiving, learning differently</p> <p>missing models</p> <p>being isolated, alienised, excluded</p> <p>unsuitable social environment</p>	<p>To Understand Autism and Autistic Individuals</p> <p>autism is a multidimensional spektrum</p> <p>autistic thinking is a variation of human thinking</p> <p>autism means not to be understood</p> <p>barriers of understanding are on both sides</p> <p>autism means thinking differently and thereby</p> <p>learning, developing and socialising differently</p> <p>autism means exclusion</p> <p>socialising within a difficult environment</p>	<p>Suggestions to Autism Research</p> <p>participate autistic individuals</p> <p>change perspectives</p> <p>develop interdisciplinary research layouts</p> <p>social, psychological and biological aspects together</p> <p>dare a variation of methods</p> <p>in particular explorative approaches</p> <p>question notions and pre-assumptions</p> <p>think of framings and stigmatising</p>
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