

## Related Research

**Bara, B.G., Bucciarelli, M., & Colle, L. (2001). Communicative abilities in autism: Evidence for attentional deficits. *Brain and Language*, 77, 216-240.**

“We suggest that FC allows autistics to overcome the attentional deficits that would impair their performance in theory of mind and pragmatic tasks. Indeed, in FC the facilitator’s role is to continuously keep the children’s attention on the task at hand” (p. 233); “Our findings show that communicative competence in autistic children is intact. It is certainly true that, under normal conditions, communicative performance in autistics is blatantly disrupted; but once attentional and emotional support is offered, performance is restored” (p. 234).

**Bluestone, J. (2004). *The fabric of autism: Weaving the threads into a cogent theory*. Seattle, WA: The HANDLE Institute.**

In this book, Bluestone combines her personal autistic experience with academic research and more than 35 years of clinical practice to craft a view of autism integrating bodily experiences and sensory systems.

**Bristol, M.M., Cohen, D.J., Costello, E.J., Denckla, M., Eckberg, T.J., Kallen R., Kraemer, H.C., Lord, C., Maurer, R., McIlvane, W.J., Minshew, N., Sigman, M., & Spence, M.A. (1996). State of the science in autism: Report to the National Institutes of Health. *Journal of Autism and Developmental Disorders*, 46, 121-154.**

This article suggests that motor disturbance may be related to difficulties of expression. “Many individuals with autism lack speech and have limitation in gestural communication and in the use of augmentative communication systems. These problem areas may be caused or complicated by specific sensory difficulties and/or general motor or more specific motor/speech impairment” (p. 143).

**Donnellan, A. M., & Leary, M. R. (1995). *Movement differences and diversity in autism/mental retardation*. Madison, WI: DRI Press.**

The authors explore the idea that conceptions of mental retardation have failed to acknowledge the importance of movement disturbance in relation to communication: “Symptoms of movement differences and disturbances can create an impression of retardation that is limited capacity...The fact that these symptoms have been either ignored or misunderstood for more than 100 years has created the impression that they are part of the package of certain syndromes, such as autism and many categories of mental retardation” (p. 40). “We seldom looked carefully at the symptoms to try to understand how these might affect a person’s ability to communicate, relate, participate and demonstrate to us that he has thoughts and feelings that he cannot express” (p. 41).

**Filipek, P.A., Accardo, P.J., Baranek, G.T., Cook, B.E. Jr., Dawson, G., Gordon, B., Gravel, J.D., Johnson, C.P., Kallen, R.J., Levy, S.E., Minshew, N.J., Prizant, B.M., Rapin, I., Roger, S.J., Stone, W.L., Teplin, S., Tuchman, R.F., & Volkmar, F.R. (1999). The screening and diagnosis of autistic spectrum disorders. *Journal of Autism and Developmental Disorders*, 29, 439-484.**

This article notes that movement problems can be observed in people with autism. "...qualitative observations of praxis (e.g., planning or sequencing of novel complex movement patterns; imitation of movements or pantomime; organization of goal-directed actions with materials in the environment) are a critical part of the sensorimotor evaluation for individuals with autism because these abilities are deficient (Roger, Bennetto, McEvoy, & Pennington 1996; Sone & Lemanek, 1990), and require specific interventions" (p. 465).

**Gernsbacher, M. A. (2003). Is one style of early behavioral treatment for autism 'scientifically proven?' *Journal of Developmental and Learning Disorders*, 7, 27-34.**  
This article challenges the assumption of "scientific evidence" for applied behavior analysis (ABA) by reviewing Lovaas' original studies.

**Gillingham, G. (1996). *Autism: Handle with care*. Edmonton: Tacit Publishing Inc.**  
This exploration of the experience of autism is one of the first to value and to use predominantly first-hand accounts from people with labels of autism themselves. It is person-centered, inclusive, and respectful. Learn about the sensory issues, movement differences, and communication behind behavior previously assumed to manifest "mental retardation."

**Gillingham, G. (2000). *Autism- A new understanding: Solving the 'mystery' of autism, Asperger's and PDD-NOS*. Edmonton: Tacit Publishing Inc.**  
A companion volume for *Autism: Handle with care*, this book once again creates a broad picture of autism through the experiences of those with autism spectrum labels.

**Goode, D. (1992). Who is Bobby? Ideology and method in the discovery of a Down syndrome person's competence. In P. Ferguson, D. Ferguson, & S. Taylor (Eds.), *Interpreting disability: A qualitative reader* (pp. 197-212). New York: Teachers College Press.**

Goode discusses using an "emic" approach to the study of people with developmental disabilities, which is contrasted with the typical "etic" or medical/objective approach. An emic approach is a subjective or insider point of view that may offer a better understanding of the competency of a person with a developmental disability than the one-time assessment and labeling of many etic approaches.

**Johnson, I. (1989). "Hellish difficult to live in this world": Unexpected emergence of written communication in a group of severely mentally handicapped individuals. *Journal of Social Work Practice*, 4, 13-23.**

This article describes the emergence of written language by 14 young adults who did not speak and lived in a residential home for those with labels of severe disability in Copenhagen, Denmark. Following this discovery, staff at the home began to treat the individuals living there according to their chronological age and exchanged the children's toys around the home for books and magazines.

**Kangas, K.A., & Lloyd, L.L. (1988). Early cognitive skills as prerequisites to augmentative and alternative communication use: What are we waiting for? *Augmentative and Alternative Communication*, 4, 211-221.**

While not about facilitated communication, this is an important article in the field of augmentative and alternative communication. It makes the point that children with developmental disabilities are often not given means of communication because they are unable to demonstrate certain motor and response skills. The article argues for providing students with developmental disabilities literature rich and communication rich environments as well as access to communication devices and methods, even if traditional prerequisites have not been demonstrated.

**Leary, M.R., & Hill, D.A. (1996). Moving on: Autism and movement disturbance. *Mental Retardation*, 34, 39-53.**

A detailed account of motor problems seen in individuals with developmental disabilities; motor difficulties may block individuals from revealing intellectual abilities.

**Mackay, R. (2003). "Tell them who I was": The social construction of aphasia. *Disability & Society*, 18, 811-826.**

Based on interviews with 18 individuals with aphasia and his own experiences, Mackay describes constructions of aphasia and conceptions of competence according to the medical and social ideologies. "The doctor operated in this situation as if I was a person without voice, I could not speak a language that he could understand. For the doctor, I manifested the signs of aphasia not being able to talk and a weakened left side...His brand of service accomplished (a) my voicelessness, (b) his identity as the expert decision-maker and (c) my agency as subject to his regulation." (p. 815).

**Oppenheim, R. C. (1974). *Effective Teaching Methods for Autistic Children*. Springfield, IL: Charles C. Thomas.**

A parent/educator's account of a touch method of handwriting with individuals with autism that appears to be the same thing as facilitated communication. Includes a theoretical explanation based on apraxia.

**Seal, B.C. & Bonvillian, J.D. (1997). Sign language and motor functioning in students with autistic disorder. *Journal of Autism and Developmental Disorders*, 27, 437-466.**

This is one of a number of recent studies that document the motor disturbance difficulties associated with autism. This study notes that apraxia is most evident in those individuals who have the greatest communication difficulties. "Subjects who obtained higher scores (i.e., better performance) on the apraxia measures also tended to be those students who were more successful in their sign language acquisition" (p. 453). "Students who produced a wider array of sign formational elements showed less evidence of a deficit in praxis than students who produced a more limited number of formational elements" (p. 454).

**Smukler, D. (2005). Unauthorized minds: How "theory of mind" theory misrepresents autism. *Mental Retardation*, 43, 11-24.**

Recent representations of autism frequently include an assumption that autism is the result of a "theory of mind" deficit (i.e., an inability to understand others' mental states). Smukler examines this notion using a social constructionist perspective. Theory of mind theorists define autism as a form of insufficiency and as requiring fixing rather than accommodation. Alternative narratives

about autistic minds that incorporate the perspectives of people labeled autistic are an important counterbalance to the limitations of such professional viewpoints.

**Williams, D. (1996). *Autism: An inside-out approach*. London: Jessica Kingsley Publishers.**

Focusing on “three faces of autism”: problems of connection, problems of tolerance and problems of control, this book goes beyond the label to the systems and mechanics of what is going on. Unlike any text books written by non-autistic professionals, it gives detailed suggestions on strategies to reduce these burdens in a way which takes account of the experience of 'autism', from the inside.

**Williams, D. (2003). *Exposure anxiety – the invisible cage: An exploration of self-protection responses in the autism spectrum and beyond*. New York, NY: Jessica Kingsley.**

This book describes the social-emotional self-protection response of Exposure Anxiety. Exposure Anxiety is an involuntary response involving avoidance, diversion and retaliation responses to environmental stimuli and incoming information. Williams shares her own experiences and those of individuals she has known and supported.

