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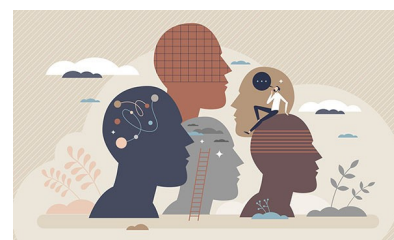
# Autism Agenda



Linn Benton Lincoln ESD-Cascade Regional Autism Program

## What is neurodiversity?

By [Nicole Baumer, MD, MEd](#), Contributor, and [Julia Frueh, MD](#), Guest Contributor



Neurodiversity describes the idea that people experience and interact with the world around them in many different ways; there is no one "right" way of thinking, learning, and behaving, and [differences are not viewed as deficits](#).

The word neurodiversity refers to the diversity of all people, but it is often used in the context of autism spectrum disorder (ASD), as well as other neurological or developmental conditions such as ADHD or learning disabilities. The neurodiversity movement emerged during the 1990s, aiming to increase acceptance and inclusion of *all* people while embracing neurological differences. Through online platforms, more and more autistic people were able to connect and form a self-advocacy movement. At the same time, Judy Singer, an Australian sociologist, coined the term neurodiversity to promote equality and inclusion of "neurological minorities." While it is primarily a social justice movement, neurodiversity research and education is increasingly important in how clinicians view and address certain disabilities and neurological conditions.

### Words matter in neurodiversity

Neurodiversity advocates encourage inclusive, nonjudgmental language. While many disability advocacy organizations prefer person-first language ("a person with autism," "a person with Down syndrome"), some research has found that the majority of the autistic community prefers identity-first language ("an autistic person"). Therefore, rather than making assumptions, it is best to ask directly about a person's preferred language, and how they want to be addressed. Knowledge about neurodiversity and respectful language is also important for clinicians, so they can address the mental and physical health of people with neurodevelopmental differences.

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## NEURODIVERSITY CONTINUED....

### Neurodiversity and autism spectrum disorder

Autism spectrum disorder (ASD) is associated with differences in communication, learning, and behavior, though it can look different from person to person. People with ASD may have a wide range of strengths, abilities, needs, and challenges. For example, some autistic people are able to communicate verbally, have a normal or above average IQ, and [live independently](#). Others might not be able to communicate their needs or feelings, may struggle with impairing and harmful behaviors that impact their safety and well-being, and may be dependent on support in all areas of their life. Additionally, for some people with autism, differences may not cause any suffering to the person themselves. Instead, the suffering may result from the barriers imposed by societal norms, causing social exclusion and inequity.

Medical evaluation and treatment is important for individuals with ASD. For example, establishing a formal diagnosis may enable access to social and medical services if needed. A diagnostic explanation may help the individual or their family understand their differences better and enable community connections. Additionally, neurodevelopmental conditions may also be associated with other health issues that require extra monitoring or treatment. It is important that people who need and desire behavioral supports or interventions to promote communication, social, academic, and daily living skills have access to those services in order to maximize their quality of life and developmental potential. However, approaches to interventions [cannot be one-size-fits-all](#), as all individuals will have different goals, desires, and needs.

### Fostering neurodiversity in the workplace

Stigma, a lack of awareness, and lack of appropriate infrastructure (such as office setup or staffing structures) can cause exclusion of people with neurodevelopmental differences. Understanding and embracing neurodiversity in communities, schools, healthcare settings, and workplaces can improve inclusivity for all people. It is important for all of us to foster an environment that is conducive to neurodiversity, and to recognize and emphasize each person's individual strengths and talents while also providing support for their differences and needs.

### How can employers make their workplaces more neurodiversity-friendly?

- Offer small adjustments to an employee's workspace to accommodate any sensory needs, such as
  - Sound sensitivity: Offer a quiet break space, communicate expected loud noises (like fire drills), offer noise-cancelling headphones.
  - Tactile: Allow modifications to the usual work uniform.
  - Movements: Allow the use of fidget toys, allow extra movement breaks, offer flexible seating.
- Use a clear communication style:
  - Avoid sarcasm, euphemisms, and implied messages.
  - Provide concise verbal and written instructions for tasks, and break tasks down into small steps.
- Inform people about workplace/social etiquette, and don't assume someone is deliberately breaking the rules or being rude.
- Try to give advance notice if plans are changing, and provide a reason for the change.
- Don't make assumptions — ask a person's individual preferences, needs, and goals.
- Be kind, be patient. <https://www.health.harvard.edu/blog/what-is-neurodiversity-202111232645>

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## THE NEW LANGUAGE OF AUTISM

# The New Language of Autism

HOW ACTUALLY AUTISTIC ADULTS ARE COMING TOGETHER ONLINE TO CREATE A NEW CULTURE.

Posted March 15, 2023 | [Reviewed by Vanessa Lancaster](#)

There is a new culture to autism. It is slowly growing in online communities. Most people don't know it exists, but you will find it if you dig around online. It is everywhere. It is a culture of adults with autism seeking to find their voices.

Sandra Jones (2022) stated, "A quick look at some TikTok Stats shows that more than 38,000 posts under the hashtag #Autism or #ActuallyAutistic have more than 200 million views."

I think this culture is even more poignant for women with autism. Women with autism are underdiagnosed, misdiagnosed, and forgotten. We are invalidated and told by professionals, our family, and our friends that our diagnoses must be a mistake. The inner world of hardship, isolation, anxiety, and desperation is ignored and belittled. Yet, in these online communities, we have a voice, and we find connections with other women with autism who see us as we are. This is an incredibly empowering thing.

The culture of autism is a place of safety, learning, and validation. It is a place where a new language is emerging to explain the experience of autism. It is a place where the academics, big organizations, professionals, and parents' voices are quieted and where #actuallyautistic people can create their own language. This language is where many of us have finally begun to feel safe and free being ourselves. Online influencers with names from TikTok, YouTube, Facebook, and Instagram are redefining what it means to be a woman with autism.

Some of my favorite pages, people, and groups are The [Autistic](#) Witch, Our Neurodivergent Life, The Neurodivergent Cleaning Crew, The ND OT, The Art of Autism, Neuroclastic, Sensory Stories by Nicole, I've Been Autistic All Along? And My Autistic Soul. They're creating a new world for women with autism. We are free to have a voice of our own, and even people who are nonverbal can find a voice in the written word. The new vocabulary emerging in the autism community allows us to express our emotions about many things in a language we can understand and relate to. Here are a few of my favorite parts of the new autistic vocabulary; they are just the tip of the iceberg, but they are examples of the language of autism.

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## THE NEW LANGUAGE OF AUTISM CONTINUED...

### NEURODIVERSE/NEURODIVERGENT

Neurodiverse or neurodivergent describes someone whose brain differences impact how their brain works and their behavior.

### MASKING OR CAMOUFLAGING

Masking or camouflaging refers to covering up or hiding your autistic traits so you can blend in better with neurotypical society. Masking and camouflaging are associated with many of the detrimental mental health symptoms associated with autism. It contributes to depression, anxiety, and suicide. People with autism mask/camouflage because we are trained from early childhood to act normal. Social skills training, ABA, and normative parenting encourage the autistic child to stop being weird and difficult and learn normal life skills.

### NEUROTYPICAL/ALLTISTIC

A neurotypical person doesn't have any neurodivergence. An alltistic person is someone not on the autism spectrum.

### "SAMEFOODING"

Some people with autism struggle with food aversions and fixations. The term "samefood" refers to people with autism's tendency to eat the same food for days, weeks, or months. I have always samefooded, but until my diagnosis with autism, it was an oddity I was often mocked for. The more stressed I am, the more I samefood. One time I ate only Kix cereal for three months. We are often criticized and yelled at for this behavior by neurotypicals, but it brings us peace and solace.

### INFODUMPING AND SPINS/HYPERFIXATIONS

Most people with autism have at least one hyper fixation or special interest that is so powerful it is constantly in their minds. This year, I am watching every episode of *Star Trek* over again. The hyperfixations vary by duration and type, but they always eat up a lot of our time and our brain power. We love them. They are our passions. Hyperfixated interests are required as part of the autism diagnosis and are clinically called "hyperfixated and stereotyped interests." In the autistic community, they are often called special interests or splns. Infodumping is the autistic tendency to start talking about one of these hyperfixations and just keep talking. We hate small talk, but if you let us infodump, you will find a world of information you never knew existed.

### GLIMMERS

A glimmer is "a satisfying sensory delight that fills someone with fervent ecstasy." (Bec Secombe, 2022) It is the opposite of a trigger (a stimulus perceived as threatening and unsafe). A glimmer is a source of endless wonder and fascination. I love bones and things that sparkle. I can stare at sparkly things for hours. I love soft sweaters and yarn. These are my glimmers.

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## THE NEW LANGUAGE OF AUTISM CONTINUED

### AUTISTIC SHIELDING

This term refers to radical acceptance of our autistic traits. This is when you, as an autistic person, embrace the weird, odd, and atypical and reject neurotypical acceptance. Reclaiming words that used to be used to hurt and bully autistic people is a massive part of this. We embrace words like freak, weirdo, difficult, and loner. We love ourselves exactly as we are and reject any attempt to make us conform to allistic culture.

### AUTISTIC SHUTDOWN

We are easily overwhelmed, and sometimes when stimuli and life become too much, we must retreat to a place of stillness and sensory calm. We become sleepy and nonresponsive and may seek quiet places like closets.

### AUTISTIC MELTDOWN

When we become overwhelmed, our emotions can take over, and we will melt down.

### STIMMING, FLAPPING, HAPPY HANDS

Movement can bring us peace. Stimming is moving our hands or body repeatedly when we have a lot of emotion. I stim when I am anxious but also when I am really happy. When I am happy, I bounce and sometimes flap my hands. When I am anxious, I wring and twist my hands and rock.

### SENSORY OVERLOAD

When you have autism, you experience everything differently, and how we experience sensation is often different and overwhelming. When things are too bright, too loud, or too much, we often become so overwhelmed it is difficult for us to function. This is sensory hell or sensory overload.

<https://www.psychologytoday.com/us/blog/the-forgotten-women/202303/the-new-language-of-autism>



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## AUTISM LEVEL UP!?



### Autism Level UP!? Yes, Autism Level UP! Autism awareness is not enough!

Level	Where you are	Taking the next step
<b>Awareness</b>	<ul style="list-style-type: none"> <li>You've heard of autism</li> <li>You know someone who is autistic</li> <li>You may even know diagnostic criteria and typical forms of "support" for autistic people</li> <li>You are wondering why this flyer isn't blue and full of puzzle pieces</li> </ul>	<ul style="list-style-type: none"> <li><b>Learn by listening to the autistic community, including their:</b></li> <li>Lived experiences</li> <li>Preferences for language</li> <li>Preferences for representation, symbol use, colors</li> <li>Preferred organizations and sources of support</li> </ul>
<b>Acceptance</b>	<ul style="list-style-type: none"> <li>You embrace autistic people as part of your community</li> <li>You realize that your preconceived notions about autism derived from text books and public awareness campaigns are limited (and possibly wrong)</li> </ul>	<ul style="list-style-type: none"> <li><b>Learn how much you do not know and how much you cannot know</b></li> <li>You thought that you understood the "autistic experience" and now you accept that you really cannot (unless you are autistic)</li> <li><b>BE OKAY WITH THAT!</b></li> </ul>
<b>Appreciation</b>	<ul style="list-style-type: none"> <li>Informed by autistics, you strive to understand the reality of autism; that is, the strengths AND challenges</li> </ul>	<ul style="list-style-type: none"> <li><b>Understand how your real appreciation of differences, strengths and challenges can translate into support and action addressing the needs of autistic individuals and the autistic community</b></li> </ul>
<b>Empowerment</b>	<ul style="list-style-type: none"> <li>You support, follow, and let autistic people lead</li> <li>You strive to arm autistic people with the knowledge, tools and strategies to navigate the world as they are</li> </ul>	<ul style="list-style-type: none"> <li><b>Move from passive to being proactive and teaching others</b></li> <li>You are a true source of support for autistic people and you understand how to empower - spread that knowledge far and wide</li> </ul>
<b>Advocacy</b>	<ul style="list-style-type: none"> <li>You are committed to being an ally to autistic people who is responsive to the priorities of the autistic community</li> </ul>	<ul style="list-style-type: none"> <li><b>Continue learning and remain up to date on issues that will influence the autistic community</b></li> <li>Challenge those who are not as Leveled UP! to take the next step</li> </ul>

#### Instructions:

- 1) Identify your current level
- 2) Immerse yourself in that level. Embrace it! Make sure you that you have a solid foundation from which to grow
- 3) Determine your next step
- 4) Stretch your understanding and beliefs, and get out of your comfort zone. It is the only way you will Level UP!
- 5) Repeat

*Note. Don't skip any steps! Success at each step relies on success of all prior steps! They are all needed...we wouldn't have included them all if they weren't necessary.*

## INTEROCEPTION & IMPACT ON THOSE WITH AUTISM

### What Is Interoception and How Does It Impact Those With Autism?

#### INTEROCEPTION: THE EIGHTH SENSORY SYSTEM

by Kelley Mahler

Sit back and close your eyes. What do you *feel* inside your body?

- Is your heart beating fast or slow?
- Are you breathing deeply or shallowly?
- Do you have to go to the bathroom?
- Are your muscles tense or loose?
- How does your stomach feel?



Most of us are able to *feel* all of these sensations with the help of our little-known, but very important, eighth sensory system, Interoception.

#### HOW DOES THE INTEROCEPTIVE SYSTEM WORK?

There are little receptors located throughout the inside of our body, in our organs, muscles, skin, bones and so forth. These receptors gather information from the inside of our body and send it to brain. The brain helps to make sense of these messages and enables us to feel things such as hunger, fullness, itch, pain, body temperature, nausea, need for the bathroom, tickle, physical exertion and sexual arousal. Additionally, interoception allows us to feel our emotions.

#### HOW IS INTEROCEPTION CONNECTED TO OUR EMOTIONS?

Typically, each emotion feels differently in the body. For example, before speaking in public, your body may *feel* a certain way: the heart may race, the muscles may feel tense and shaky, the breathing may become shallow, and the stomach may feel fluttery. These sensations let us know that we are feeling a bit nervous. Without clearly feeling these sensations, it is difficult to identify emotions with a high degree of clarity.

#### HOW DOES INTEROCEPTION INFLUENCE SELF-REGULATION?

When the interoceptive system is properly working, the sensations alert us that our internal balance is off and motivates us to take action, to do something that will restore the balance and help us feel more comfortable. For example, if we feel thirsty – we get a drink; if we feel full – we stop eating; if we feel cold – we get a sweater; if we feel the need to urinate – we go to the bathroom; if we feel anxious – we seek comfort; if we feel frustrated—we seek help. Interoception underlies our urge for action. If we *feel* that our internal balance is off, we are motivated to act, to seek immediate relief from the discomfort caused by the imbalance.

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## INTEROCEPTION & IMPACT ON THOSE WITH AUTISM CONTINUED...

### IS INTEROCEPTION IMPORTANT TO ANY OTHER AREAS?

In addition to self-regulation, interoception is clearly linked to many other important skill areas including:

- Self Awareness
- Flexibility of Thought
- Problem Solving
- Social Understanding
- Intuition
- Perspective Taking

The research showing just how important interoception is to many aspects of life is unequivocal. The brand-new book *Interoception: The Eighth Sensory System Practical Solutions for Improving Self-Regulation, Self-Awareness and Social Understanding of Individuals With Autism Spectrum and Related Disorders* (Mahler, 2016, [aapcpublishing.net](http://aapcpublishing.net)) delivers an overview of this research and describes the clear link between Interoception and these important skill areas.

### WHAT DO WE KNOW ABOUT INTEROCEPTION AND AUTISM?

As with other sensory systems, the interoceptive system can be impacted in individuals with autism. To date, only two research studies have examined the interoceptive experience of individuals with autism\*. Both have found the participants with autism to have significantly lower awareness of their interoceptive signals. Although a great deal more research is needed in order to have a full understanding, these two studies confirm the numerous personal experiences reported by individuals with autism.

For example, Chloe Rothschild, a 22-year old with autism reports:

*'I did not realize I had trouble feeling my internal body signals, as I had never heard of interoception before November 2014, but when I did, everything started to make sense. That is, difficulties with interoception help to clarify why I have such a hard time pinpointing my symptoms when I am not feeling well, why sometimes I seem to eat snack after snack without feeling full and why I get upset/ anxious/overwhelmed so quickly, because I don't feel it until I'm already far into the storm of the discomfort and frustration.'*

Hollis, an 18-year old with autism reports:

*'I went and got a plate of food thinking that I was hungry. I wasn't hungry. I was bored. My body was not giving me clear signals, so I did not know what I was feeling. There have been many instances of this growing up. After learning about interoception, I started working on feeling my heart beat. I would lie in bed every night with my hand on my heart. It took about six months for me to feel my heart beat consistently. Interoception has been an important concept for my personal development as a teen with HF-ASD. Being able to receive clear internal signals has allowed me to be more successful in all areas of my life.'*

*Continued on page 9.*



## INTEROCEPTION & IMPACT ON THOSE WITH AUTISM CONTINUED...

### WHAT CAN BE DONE TO IMPROVE INTEROCEPTION?

The good news is that interoception can be improved. Mahler provides an entire chapter filled with practical and easy-to-use strategies that target the development of Interoceptive Awareness (which is the ability to both notice & give meaning to internal sensations). Also included is an entire chapter dedicated to the assessment of Interoceptive Awareness.

Could interoception be a missing link in the field of autism? The evidence suggests so. [Interoception: The Eighth Sensory System](#) provides a thorough opener to this important conversation.

<https://autismawarenesscentre.com/what-is-interoception-and-how-does-it-impact-autism/>

## INTEROCEPTION AND AUTISM...

### Interoception and Autism: Body Awareness Challenges

Most of us know about the seven senses – sight, hearing, smell, taste, touch, [vestibular](#), and [proprioception](#). There is also a lesser-known sense, the eighth sense, called interoception. This sense helps a person understand what is going on inside of the body like hunger, thirst, feeling hot or cold, fatigue, or a full bladder. It also affects the ability to interpret emotions; butterflies in the stomach may not be felt as anxiety or nervousness. Not understanding this sense can make self-regulation a challenge. It can also be the cause of eating and [toileting difficulties](#), something we frequently see in autistic people.



### WHAT IS INTEROCEPTION?

Muscles and joints have receptors that tell you where your body parts are. [Interoception](#) works much the same way, but the receptors are in your organs including your skin. These receptors send messages about the body to the brain, helping to regulate vital functions such as hunger, thirst, digestion, or heart rate.

Understanding these bodily feelings can help with interpretation of what's going on inside the body. If your bladder is full, you need to urinate. If your heart is beating fast, you may need to take a few deep breathes to slow it down.

### HOW CAN INTEROCEPTION ISSUES MAKE THINGS DIFFICULT FOR AUTISTIC PEOPLE?

Autistic people may have difficulty making sense of this information. They may not be able to tell when they are feeling pain or fatigue. An itch may be felt as pain or pain may feel ticklish. They may not get the feeling of having to defecate and hold on to a bowel movement, which can [lead to constipation](#).

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## INTEROCEPTION AND AUTISM CONTINUED....

Interoception also affects the interpretation of emotions. Emotions may not be “felt”. If you can’t tune in to the body cues that help interpret emotion, it’s harder to identify the emotion. It’s important to understand this aspect, because not feeling emotions affects a person’s behavior. For example, a child may not recognize fear because he doesn’t recognize that tense muscles, shallow breathing and a racing heart equals fear. My daughter recently told me that when she was in elementary school, she could only feel happiness or just “blank”. This lack of interoceptive awareness could explain explosive behavior because it’s not until the emotions are so big that an eruption occurs.

This is a short [introductory video](#) on interoception that explains what it’s all about.

## INTEROCEPTION CHALLENGES AND DIFFICULTY WITH SELF-REGULATION

Interoceptive challenges will also affect the ability to self-regulate. If you don’t know that you’re hungry, thirsty or have a full bladder, you may feel uncomfortable but not know why. Frustration can build when you can’t explain what is troubling you.

When the interoceptive sense is impaired, certain responses may not be regulated. For example, this could be the reason why an older child wets the bed. Not feeling “off” can lead to a meltdown. The real source of discomfort can’t be pinpointed. It’s important to be aware of this fact in order to discover the source of unexplained behavior. For example, when someone tells me a person is chewing on a hard object like wood, the first question I ask is about dental care. Could there be a cavity? Tender gums? A piece of food stuck between the teeth?

I can remember my good friend, [Judy Endow](#), telling me about a 9 year old girl who kept banging her head so much that she required a helmet for head protection. She actually had head lice that no one had detected. Once that was solved, the head banging stopped.

My autistic daughter once pulled her hair out all around one ear, completely bald. She was later diagnosed with an ear infection. She had never complained or cried to me about the pain.

## WHAT CAN WE DO TO HELP INDIVIDUALS WITH AUTISM DEVELOP BODY AWARENESS / INTEROCEPTION?

1. The [Multidimensional Assessment of Interoceptive Awareness \(MAIA\)](#) is a questionnaire which measures IA with eight different scales. This has also been translated into several languages. There is a [research article](#) on how this MAIA was used in a 3 month study, but not related to ASD.
2. Kelly Mahler’s book, *Interoception – The Eighth Sensory System*, is one of the best introductions to understanding this sense and how to build body awareness individuals with ASD. She also created a curriculum for professionals – [The Interoception Curriculum](#).
3. [Mindfulness](#) and meditation may also be helpful. Our son dedicates time twice a week to meditation to help himself relax and re-energize.

Continued on page 11.

## INTEROCEPTION AND AUTISM CONTINUED...

4. [Sensory diets](#) can also help – an occupational therapist can create a sensory diet that raises body awareness.

5. A child can learn to pay attention to their body's signals, recognize patterns in those signals, and then identify each with a particular emotion. These connections can be made through using a [body check chart](#).

6. I also like these body awareness activities used in relation to the body check chart from [Raising an Extraordinary Person](#):

- Point to different body parts on your child's chart and have them wiggle that body part on their actual body. This shows you that your child understands their chart and how it is connected to their body.
- Play a game of Simon Says using the chart. Use actions like clench your fists, breath really hard, touch your heart, etc. Ask them to point to the body parts on the chart they used for each action.
- Turn their chart into a self-portrait, getting them to draw all of their body parts on their chart so it's not just an outline. If they can spell, they may label the parts as well, if not pictures are fine.
- Point to a body part on their body check chart and ask them how it feels right now. For example, eyes: they could be itchy, sleepy, awake, dry, watery, etc.

Understanding interoception can be the key to interpreting unexplained behavior or difficulties with bodily functions. With more [research](#) occurring around this topic, we will certainly understand more about this eighth sense and the role it plays in individuals with ASD in the years to come.

<https://autismawarenesscentre.com/interoception-and-autism-body-awareness-challenges-for-those-with-asd/>

## ADDITIONAL RESOURCES

<https://www.facebook.com/autismresearchinstitute> Is a Facebook page all about the latest research on autism. "We support individuals affected by autism through innovative, impactful research and education. "If you would like to review and follow please click the link.

Ocali.ORG is supporting Autism Acceptance Month 2023. On this page you will find a variety of resources to help different age groups and needs.

<https://www.ocali.org/project/2023-Autism-Acceptance-Month#:~:text=We%20are%20grateful%20to%20be,with%20disabilities%20as%20we%20are.>

Webpages Highlighting Autism Empowerment:

- <https://www.autismempowerment.org/>
- <https://the-art-of-autism.com/the-road-to-autistic-empowerment/>
- <https://www.autismspeaks.org/provider/autism-empowerment-ae>
- <https://www.spectrumlife.org/about-> Magazine resource

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## 2023 SUMMER CAMPS

# 2023 Summer Camps for Kids with Autism and Other Disabilities



The following camps target kids with special needs. Go to their websites or contact organizations directly for more detailed information, including Covid safety measures. You can also contact your local Parks and Recreation Department or OSU's KidSpirit programs <https://kidspirit.oregonstate.edu/summer> for information about camps available to the general population.

Camp & Location	Description	Website/Contact Info	Ages/Population	Session Dates/Times	Registration Deadline
Camp Odakoda Falls City, OR	Overnight	<a href="http://www.asdoregon.org/">http://www.asdoregon.org/</a>	Ages 10 – 18 High-functioning ASD or similar disorder	July 25 - 29	OPEN Financial Assistance
Camp Attitude Foster, OR	Overnight	<a href="http://www.campattitude.com/">http://www.campattitude.com/</a>	All ages/entire family. A "unique Christian camping experience."	Various week-long sessions See website	CLOSED Wait list
B'Nai B'Rith Camp Lincoln City, OR	Overnight/Day Camp	<a href="https://bbcamp.org/lincplncity/">https://bbcamp.org/lincplncity/</a>	Grades 2-10 Based in Jewish values, but all faiths and abilities welcome	Various sessions See website	OPEN Financial assistance
Autism Rocks Friends & Family Camp Florence, OR	Overnight (provides other events year-round)	<a href="https://kindtree.org/calendar/camp/">https://kindtree.org/calendar/camp/</a>	All ages/entire family People with autism, parents, caregivers	August 24 - 27	OPEN Financial assistance
Easter Seals Lyons, OR Neostu, OR	Overnight	<a href="http://www.easterseals.com/oregon/our-programs/camping-recreation/">http://www.easterseals.com/oregon/our-programs/camping-recreation/</a>	Ages 10 and up All types of disabilities	July 9 - 13 (ages 10-26) June 15-19 (ages 21+)	OPEN Limited scholarships
Camp Yakety-Yak Lake Oswego, OR	Day camp	<a href="https://www.campyaketyyak.org/">https://www.campyaketyyak.org/</a>	HF ASD or similar Special Needs (ages 5-11) Buddies Intensive Needs (ages 5-10) Explorers (ages 12-15) Apprenticeship Program (ages 16-21) Neurotypical siblings and friends can register	Various sessions See website	OPEN Discounts and partial scholarships
Mt. Hood Kiwanis Mt. Hood, OR	Overnight	<a href="https://mhkc.org/">https://mhkc.org/</a>	Ages 12 and up All types of disabilities	Various sessions in various locations See website	OPEN Financial assistance
Blue Compass Camps Seattle, WA	Overnight	<a href="https://www.bluecompasscamps.com/">https://www.bluecompasscamps.com/</a>	Ages 10 – 21 Asperger's and high-functioning autism	Various sessions in Washington See website	OPEN

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## 2023 SUMMER CAMPS CONTINUED....

# 2023 Summer Activities and Programs for Kids with Autism and Other Disabilities



The following programs provide services all year round to children with specialized needs, but are well-suited for summer fun and learning. See websites for more information and Covid safety measures.

Program & Location	Description	Website/Contact Info	Ages/Population
Hand in Hand Farm Lebanon, OR	Faith-based organization providing caring mentors and farm-based activities	<a href="http://www.handinhandfarm.org/">http://www.handinhandfarm.org/</a>	All ages and needs
Bright Horizons Therapeutic Riding Center Siletz, OR	Therapeutic mounted horseback riding adapted to fit the needs of the rider	<a href="http://www.brighthorizonsriding.org/therapeutic-horseback-riding.htm">http://www.brighthorizonsriding.org/therapeutic-horseback-riding.htm</a>	All ages and needs
Horses of Hope Turner, OR	Equine Assisted Services that help riders develop strength and balance, flexibility, confidence, problem solving, and empowerment	<a href="https://horsesofhopeoregon.org/programs/">https://horsesofhopeoregon.org/programs/</a>	All ages and needs
OSU IMPACT (Individualized Movement and Physical Activity for Children Today) Corvallis, OR	Various physical activity opportunities (swimming, dancing, climbing, etc.)	<a href="http://health.oregonstate.edu/impact">http://health.oregonstate.edu/impact</a>	2 – 21 years
The ARC Benton County	Various recreational activities and classes (art/crafts, Karaoke, Legos, movie night, etc.).	<a href="https://www.arcbenton.org/enrichment">https://www.arcbenton.org/enrichment</a>	Teens and adults with intellectual and developmental disabilities
Special Olympics Oregon Summer Games	Check website for current events and sports	Linn County: <a href="https://soor.org/program/linn/">https://soor.org/program/linn/</a> Benton County: <a href="https://soor.org/program/benton/">https://soor.org/program/benton/</a> Lincoln County: <a href="https://soor.org/program/lincoln-county/">https://soor.org/program/lincoln-county/</a>	Ages 8 through adult

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## AUTISM RESOURCE EVENT KNOWLEDGE BUILDS HOPE

Linn Benton Lincoln Education Service District, Cascade Regional Autism Staff, and Philomath Special Education Advisory Committee present our



### Eighth Annual Autism Resource Event “Knowledge Builds Hope”

April 18, 2023  
5:30-7:30PM

Philomath Elementary School Gym  
239 S. 16th Street  
Philomath, Oregon 97370

We invite you to an evening where you can meet a variety of community resources that support individuals with autism in one place. They are excited to share their resources with you and answer any questions you have. We hope to see you there!

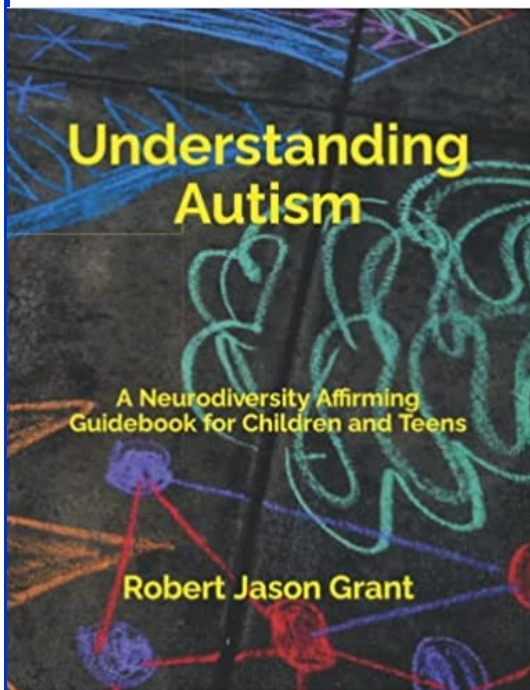
Here is a sample of who we have invited and hope will be available to meet and visit with you:

- |                                 |                                  |                    |
|---------------------------------|----------------------------------|--------------------|
| * Hand in Hand Farm             | * Resource Connections of Oregon | * Support Groups   |
| * Sensible Rehab                | * Autism Society of Oregon       | * Social Groups    |
| * Supported Employment Services | * Linn County Special Olympics   | * Physical Therapy |

If you have any questions, please contact: Michelle Neilson @ [michelle.neilson@lblestd.k12.or.us](mailto:michelle.neilson@lblestd.k12.or.us)

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## BOOK REVIEWS



## ***Understanding Autism: A Neurodiversity Affirming Guidebook for Children and Teens***

*by Robert Jason Grant*

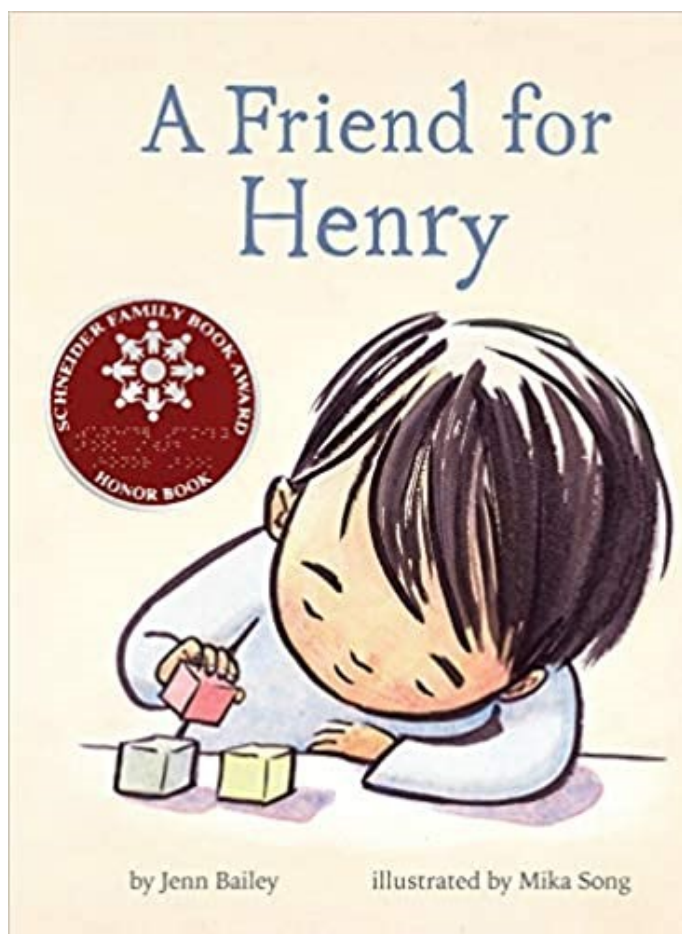
This guidebook is designed to help professionals and parents utilize neurodiversity affirming approaches to explain autism to autistic children and teens. The first half of the guidebook provides a thorough explanation of neurodiversity while addressing how to work with autistic youth. Listening to autistic voices and working from a strengths-based approach are highlighted.

The second half of the book presents a series of worksheets, each covering a different topic related to gaining self-awareness, helping children and teens accurately understand what it means to be autistic. The guidebook also provides a guide for professionals and parents that offers instructions, information, and suggestions for implementing each worksheet page.

## ***A Friend for Henry***

*by Jen Bailey*

In Classroom Six, Henry has been on the lookout for a friend. A friend who shares. A friend who listens. Maybe even a friend who likes things to stay the same and in order, as Henry does. But on a day full of *too close and too loud*, when nothing seems to go right, will Henry ever find a friend—or will a friend find him? With insight and warmth, this heartfelt story from the perspective of an autistic boy celebrates the power of friendship. *A Friend for Henry* affirms neurodiversity, providing a mirror for kids on the autism spectrum and their friends to see themselves.



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## VISUALS



Linn Benton Lincoln ESD  
Cascade Regional Inclusive Services  
Autism Program

905 4th Ave SE  
Albany, Or. 97321  
Tel: 541-812-2600  
Fax: 541-926-6047  
E-mail: [webmaster@lblead.k12.or.us](mailto:webmaster@lblead.k12.or.us)

**Autism Consultants:**

Amanda Stenberg-  
[amanda.stenberg@lblead.k12.or.us](mailto:amanda.stenberg@lblead.k12.or.us)

Jill Sellers-  
[jill.sellers@lblead.k12.or.us](mailto:jill.sellers@lblead.k12.or.us)

Kayla Hunt-  
[kayla.hunt@lblead.k12.or.us](mailto:kayla.hunt@lblead.k12.or.us)

Michelle Neilson-  
[michelle.neilson@lblead.k12.or.us](mailto:michelle.neilson@lblead.k12.or.us)

Ryan Stanley-  
[ryan.stanley@lblead.k12.or.us](mailto:ryan.stanley@lblead.k12.or.us)

Scott Bradley-  
[scott.bradley@lblead.k12.or.us](mailto:scott.bradley@lblead.k12.or.us)



Morning

**Daily Schedule**

Evening



GET DRESSED



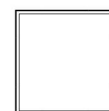
GET A BATH



BRUSH TEETH



BRUSH TEETH



PUT SHOES



PUT ON PAJAMAS



GET BACKPACK



READ A BOOK



GO TO SCHOOL



GO TO BED



You can find more free visual schedules at <https://www.printablee.com/>



April is  
**AUTISM**  
Awareness and  
Acceptance Month

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