


Lived Experience as a Means to Ignite Change:
My own Parental & Professional Journey

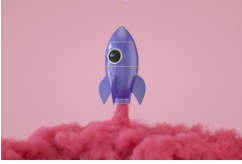

Laura S. DeThorne, PhD, CCC-SLP
MSHA
April 19, 2024



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Where I hope to take you

1. Be open to change and create space for change in others
2. Value lived experience as a form of expertise
3. Recognize limitations to the experimental paradigm for knowledge generation within our field

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I. Introduction



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University of Illinois Chicago Chicago | Academic Units | Graduate Observations and Thesis at Illinois | Doctoral Dissertations and Theses at Illinois | Language and IQ in Children With Language Impairment

Language and IQ in Children With Language Impairment
 DeThorne, Laura Siegfart

Formal Education

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Dominant discourse at the time

- DSM-IV (1994) diagnostic criteria
 - Deficit in the quality of social interaction
 - Communication deficits
 - Repetitive behaviors or interests
- "Red flags" for autism (Wetherby et al., 2004; JADD)

Post hoc tests were conducted to evaluate pairwise differences among means on the 13 SORF items with significant group differences using Sheffé's method. There were significant differences between the ASD and DD groups and the ASD and TD groups on the following nine items: (1) lack of appropriate gaze; (2) lack of warm, joyful expressions with gaze; (3) lack of sharing enjoyment or interest; (4) lack of response to name; (5) lack of coordination of gaze, facial expression, posture, and sound; (6) lack of showing; (7) unusual prosody; (8) repetitive movements or posturing of body, arms, hands, or fingers; and (9) repetitive movements with objects. There were significant differences between

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Clinical Experience

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Milton (2012)

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How autism was depicted in our professional literature	How I experienced my son
"reduced sharing of interests, emotions, or affect" (DSM-5)	<ul style="list-style-type: none"> Loved making people laugh Would check on classmates who were distressed Loved watching movies with us and making sure we don't miss the best parts Still today, shared "audience reactions" are one of his favorite parts of movies

Either a) my son wasn't autistic, or b) much of what I had learned about autism was wrong.

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Influential Autistic Voices

ETHOS
Vol. 38, No. 1, March 2010, Rethinking Autism, Rethinking Anthropology

Ethos
Published by Wiley on behalf of the American Anthropological Association
<https://www.jstor.org/stable/440026392>

An Exceptional Path: An Ethnographic Narrative Reflecting on Autistic Parenthood from Evolutionary, Cultural, and Spiritual Perspectives

Dawn Eddings Prince

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“My world is a place where people are too beautiful and too terrible to look at, where their mouths speak words that sometimes fall silent on my ears, while their hearts break audibly.”

—Prince, 2010, pp. 56-67

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DS Q
Disability Studies Quarterly
the first journal in the field of disability studies

About • Current Archives Author Guidelines Submissions Announcements

Home / Archives / Vol. 30 No. 1 (2010): Autism and the Concept of Neurodiversity / Special Topic: Autism and the Concept of Neurodiversity: Peer-Reviewed Articles

Neurodiversity, Quality of Life, and Autistic Adults: Shifting Research and Professional Focuses onto Real-Life Challenges

Scott Michael Robertson [HTML](#) [Guidelines](#) [Submissions](#) [Announcements](#)

Home / Archives / Vol. 30 No. 1 (2010): Autism and the Concept of Neurodiversity / Special Topic: Autism and the Concept of Neurodiversity: Cultural Commentary

The Future (and the Past) of Autism Advocacy, Or Why the ASA's Magazine, The Advocate, Wouldn't Publish This Piece

Ari Ne'eman [HTML](#)

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Don't Mourn for Us
By Jim Sinclair

Tiny Grace Notes (Ask an Autistic)


Hi, I'm Abby. Like Dear Abby with an Eye. Sometimes I answer questions, and sometimes I question answers.

Showing posts sorted by relevance for query **I am not independent**. Sort by date
Show all posts

Monday, November 16, 2012

I Am Not Independent


Search This Blog



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Neurodiversity Movement

- Grassroots effort emerged in the 1990s
- Built upon other critical civil rights movements
- Fueled by a history of institutionalization, violence, harmful treatments, silencing, & stigma
- Coincided with the development of autistic culture, forged in part by connections available via the internet
- First substantive mention in ASHA publication was Donaldson et al. (2017), SIG 1

 Botha et al., 2024; Milton, 2020; Silberman, 2015

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Mid Career: "Second Decade" (2013-2023)

1. Integrate Autistic Voices
2. Highlight Role of the Environment
3. Shift toward Qualitative and/or Mixed Methods



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1. Center Autistic voices

AJSLP

Clinical Focus

Illustrating a Supports-Based Approach Toward Friendship With Autistic Students

Verónica Vidal,^a Scott Robertson,^b and Lai

AJSLP

Research Article

Narratives About Autism: An Analysis of YouTube Videos by Individuals Who Self-Identify as Autistic

Henry Angulo-Jiménez^{a,b} and Laura DeThorne^{a,c}




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2. Highlight role of the Environment

Introduction

Resisting Ableism in School-Based Speech-Language Therapy: An Invitation to Change

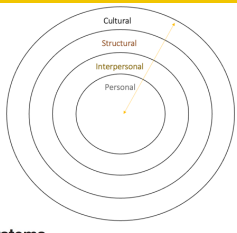
Laura S. DeThorne^a and Hope Gerlach-Houck^a



Research Article

It Takes a Community: How Environmental Systems Construct (In)Competence in Autistic Peer Interactions

Veronica G. Vidal,^{a,b} Daniela P. Wachholtz,^c Laura J. Mattie,^d and Laura S. DeThorne^a



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3. Shift toward Qualitative and/or Mixed Methods

DOI: 10.1044/2024-VL13-0006

DOI: 10.1016/j.spees.2024.03.001

More Than Words: Examining Communicative Competence Through a Preschool-Age Child With Autism

Laura S. DeThorne, Julie A. Hoegs, Hillary A. Valentini, and Stephanie A. Russell

Pop Lang Overview
Vol. 51, No. 1, pp. 24–33
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LSHS3

Research Article

Volume and Verve: Understanding Correction/Behavioral Warnings in Teacher–Child Classroom Interactions Involving an African American Kindergarten Student

Megan-Brette Hamilton^a and Laura DeThorne^a


**“I Have a Different Perspective as I Am Working Through This”
Speech–Language Pathologist Reflections on Autism**

Laura S. DeThorne, Kelli Pierce, Mariesa Rang, Sabrina Schafer, Karli VanRysuyck, and Henry Angulo-Jiménez

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Circling back: Key Take Aways

1. Be open to change and create space for change in others
2. Value lived experience as a form of expertise*
3. Recognize limitations to the experimental paradigm for knowledge generation within our field

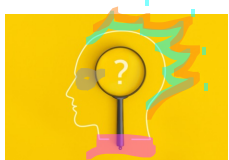


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*Select resources on-line

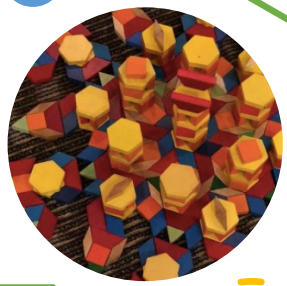
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As a reminder...



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Thank You!

Laura DeThorne, PhD, CCC-SLP
Contact me at Laura.DeThorne@wmich.edu;
Join Social Challenges group on FB

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*Denotes publications with at least one known Autistic author