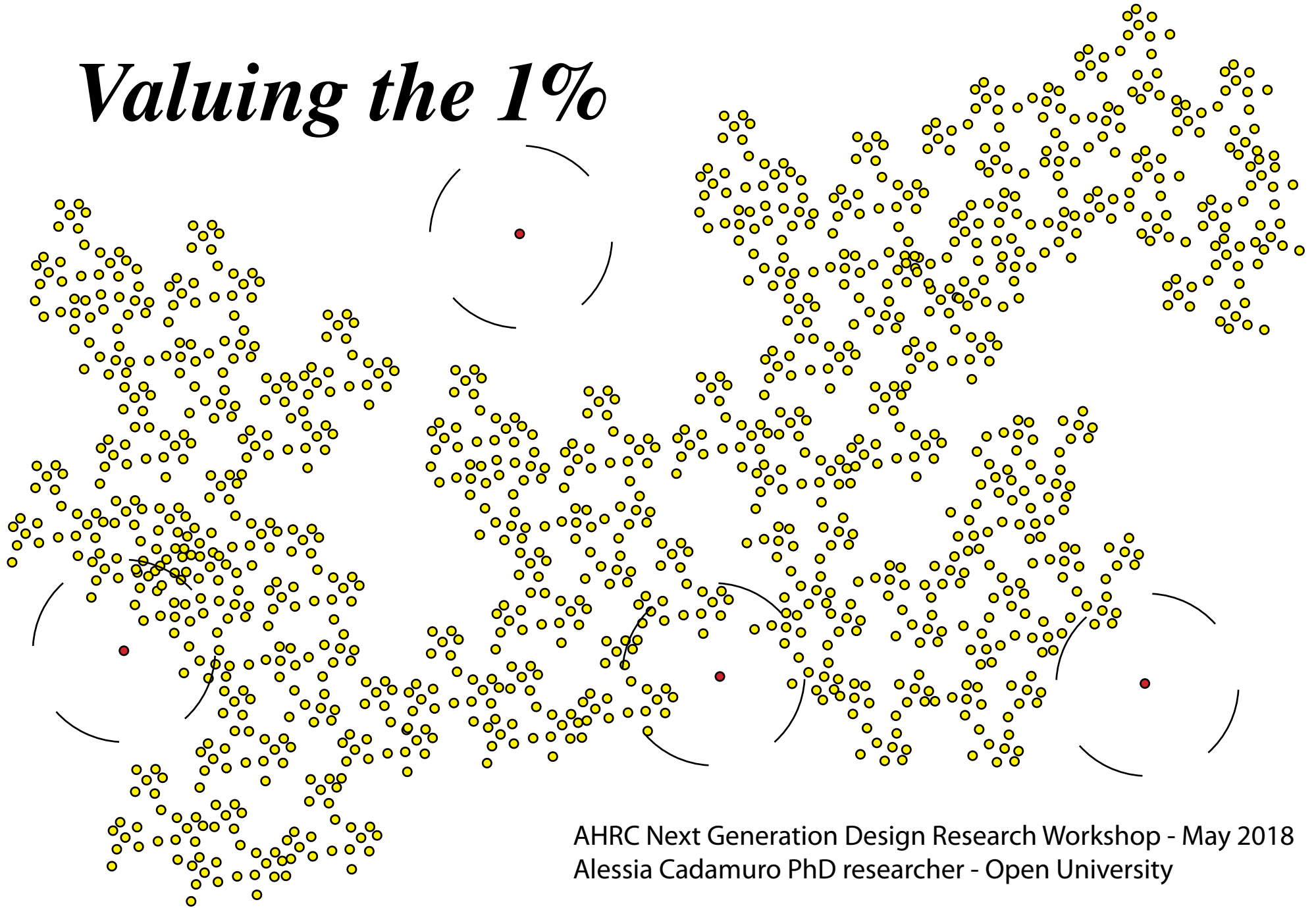


Valuing the 1%



AHRC Next Generation Design Research Workshop - May 2018
Alessia Cadamuro PhD researcher - Open University



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this thesis is an in depth investigation aiming at exploring, together with an adult with autism and limited speech abilities, his subjective life experience and forms of communication through participatory design research

Autism spectrum disorder is a lifelong complex neurodevelopmental condition, which affects the way that a person interacts with and experiences the world around (American Psychiatric Association, 2013).

Pervasive developmental disorders: This term is used in the International Classification of Diseases, 10th edition (ICD-10) and the American Diagnostic and Statistical Manual, 4th edition (DSM-IV) to cover more or less the same range as autistic spectrum disorders.

Childhood autism (ICD-10): Used when the person's behaviour fits the full picture of typical autism.

Autistic disorder (DSM-IV): This is the same as childhood autism.

Atypical autism (ICD-10): Used when the person's behaviour pattern fits most but not all the criteria for typical autism

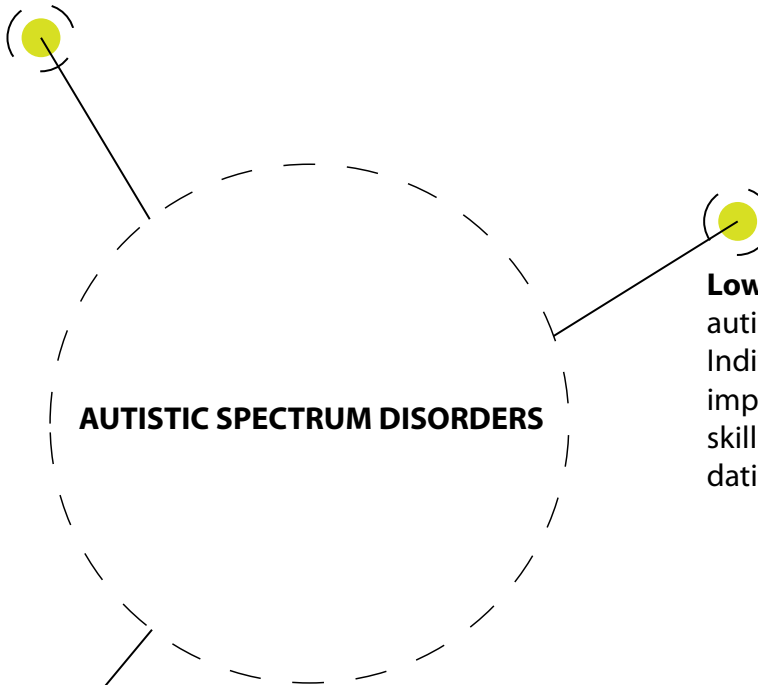
Pervasive developmental disorder not otherwise specified (PDD-NOS): This is more or less the same as atypical autism.

Asperger syndrome (ICD-10)/Asperger disorder (DSM-IV): Briefly, this is used for more able people who have good grammatical language but use it mainly to talk about their special interests.



AUTISTIC SPECTRUM DISORDERS

High-Functioning Autism (HFA) is a term applied to people with autism who are deemed to be cognitively "higher functioning" (with an IQ of greater than 70) than other people with autism. High-functioning autism and Asperger Syndrome are both part of the autism spectrum. The main difference between the two is thought to be in language development: people with Asperger syndrome, typically, will not have had delayed language development when younger



Low-Functioning Autism (LFA) is a form of autism at the most severe end of the spectrum. Individuals who have it often have extensive impairments. Many have little or no language skills and many have some level of mental retardation.

Atypical Autism or Pervasive Developmental Disorder is when the person's behaviour pattern fits most but not all the criteria for typical autism.



INFOGRAPHIC INSPIRED BY:

Autism - (Lai, Lombardo, & Baron-Cohen, 2014, pp. 896, 910)

Transition to autism in Childhood:

- 6 and 12 months starting to manifest delayed, or atypical development of social-communication behaviours. Examples of potential predictors of a subsequent autism diagnosis are poor attention to social scenes or human faces, little infant-parent interaction. Reduced flexibility in control of visual attention or orientation (disengagement).
- school support: child and adolescent mental health service. School support provides social inclusion. Reports and job performance records are valuable data indicating individual's strengths and possible difficulties in real life settings. They also help with individualisation of educational and occupational planning.

Transition to adulthood:

- loss of school support and child and adolescent mental health service.
- the end of secondary education is often accompanied by slowed improvement.
- reduced occupational stimulation and insufficient adult services.
- individual with autism have a mortality risk that is 2.8 higher (95%) than that of unaffected people of the same age and sex.
- 58%-78% of adults with autism have poor or very poor outcomes in terms of independent living, educational attainment, employment, and peer relationships.



the majority of the Design research projects currently developed involves children, especially those on the high functioning part of the spectrum with good speech abilities



personal sensory sensitivity

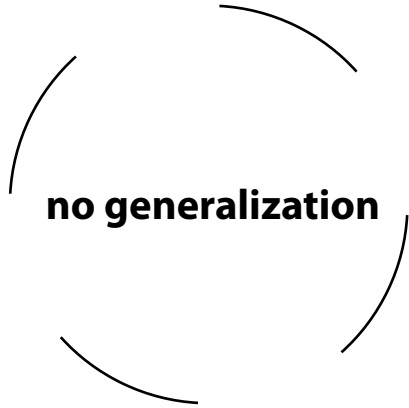
personal abilities

the therapeutic path he undertook since he was a child

the strategies that every person applies to cope with his or her own autistic condition

the social environment that surrounds a person, where social relations shape and impact on his/her life. The term 'social environment' is meant the relations that he has with his parents, family members, friends, therapists, pets, including more distant relations such as the occasional ones (e.g. meeting strangers in public spaces); fourth, situated is the physical environment where the research participant live

the physical environment where a person lives and grew up, including the family house, the schools, the work environment, etc.



Grandin Temple's example of the idea of a church



Handwritten entries from the Codex Seraphinianus, featuring illustrations and text in an invented language.

Entry 1: Illustration of a creature with a large head, a small horn, and a large wheel-like structure. Text: *g - ʃ ʃ ʃ*, *ʃ ʃ ʃ ʃ ʃ* - ʃ ʃ ʃ ʃ ʃ.

Entry 2: Illustration of a creature with a large, colorful, wing-like structure and a small horn. Text: *ʃ ʃ ʃ ʃ ʃ* - ʃ ʃ ʃ ʃ ʃ.

Entry 3: Illustration of a creature with a large, colorful, wing-like structure and a small horn. Text: *ʃ ʃ ʃ ʃ ʃ* - ʃ ʃ ʃ ʃ ʃ.

Handwritten entries from the Codex Seraphinianus, featuring illustrations and text in an invented language.

Entry 1: Illustration of a landscape with a blue sky, a blue body of water, and a rocky shore. Several pairs of large, detailed eyes are visible above the water line.

Entry 2: Illustration of a fish with a large, detailed eye. Text: *ʃ ʃ ʃ ʃ ʃ*.

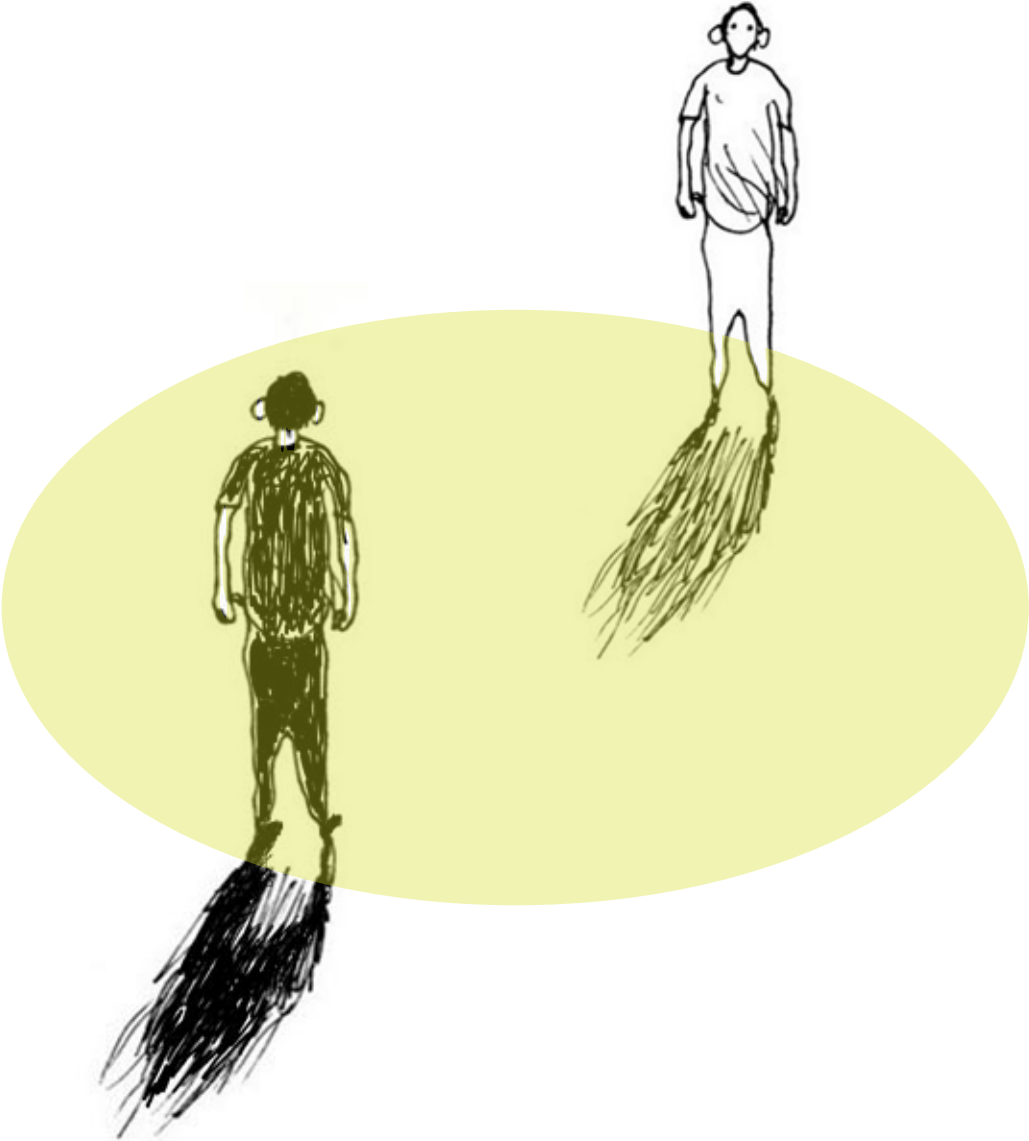
Entry 3: Illustration of two pairs of large, detailed eyes. Text: *ʃ ʃ ʃ ʃ ʃ*.

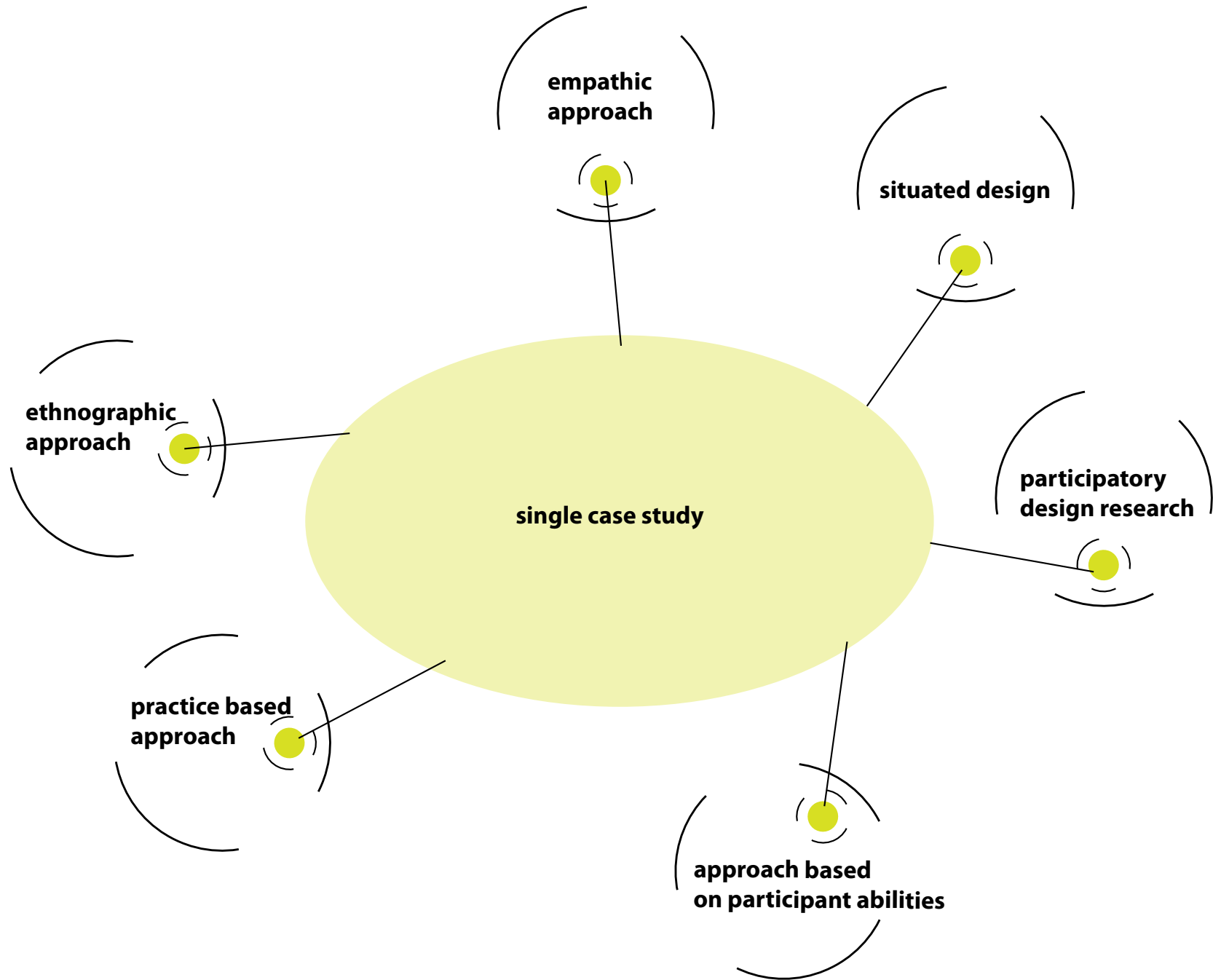
Entry 4: Illustration of two pairs of large, detailed eyes. Text: *ʃ ʃ ʃ ʃ ʃ*.

Entry 5: Illustration of two pairs of large, detailed eyes. Text: *ʃ ʃ ʃ ʃ ʃ*.

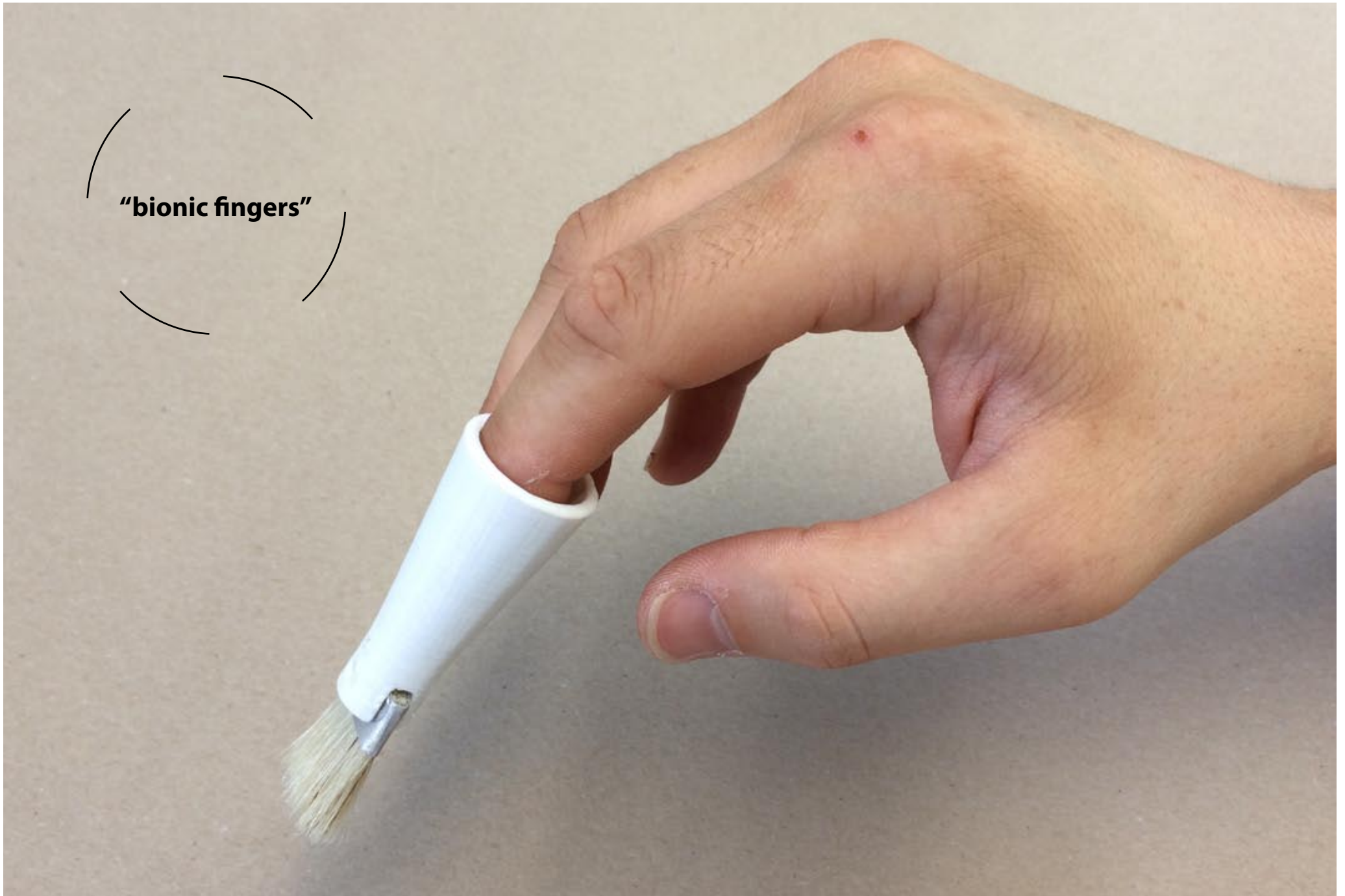
CODEx SERAPHINIANUS
Illustrated encyclopedia of an imaginary world - (Serafini L., 1981)











Thank You

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