



**AUTSCAPE 2018**

Exploring Inclusion

# Handbook

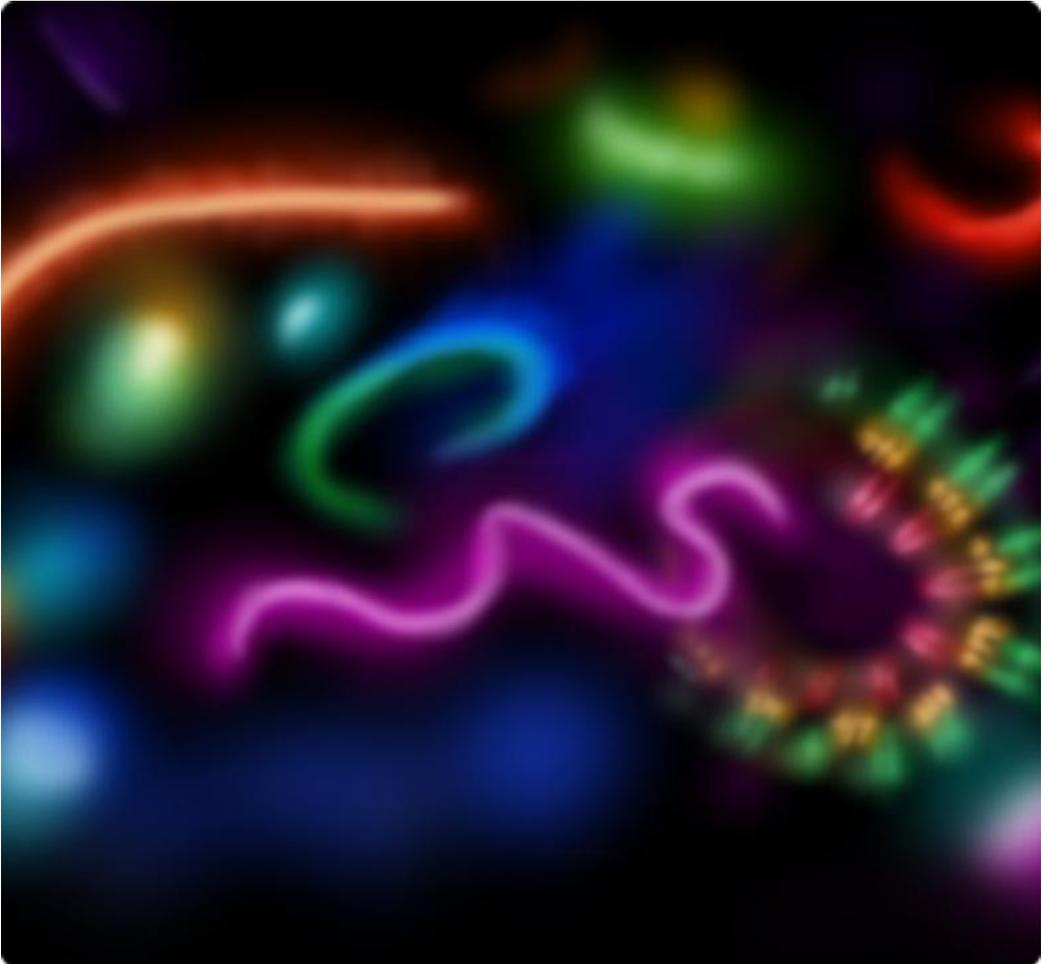


Photo © Nat Titman

# If you need help

Please talk to an Autscope organiser, not to the staff of Tonbridge School.

## Urgent issues

### Find someone in person

**Organisers:** Debbie, Elaine, Kalen, Martijn, Peter and Seth.

Organisers wear **blue**. We may have a blue high vis vest, sash, arm band, hat or badge.

Organising team members can be found at the **information desk in the foyer of the main building** from 9am to 10pm.

Each house has an **overseer**, who will be introduced to you on the first day, and a first aider.

Talk to the registrar (about things to do with your room) each morning in the **Orchard centre**.

### Contact us remotely

Phone or text the Autscope mobile:  
**07511 774 654**

Send us an email at **info@autscope.org**

## Non-urgent issues

If your issue is not urgent, you can still do any of the above, or you can put a note in an 'action needed' box, which you will find at the **information desk** and at **registration**.

### Asking for help

#### **We will:**

Be identifiable (wearing blue) and available (at the info desk).

Provide ways to reach us without talking.

#### **You can:**

Rehearse some scripts you may need.

Write a note and hand it to an organiser or put in in an action needed box.

Ring, text or send an email.

Take a breather. Some time to rest, relax, and gather yourself for the next activity.

# Table of Contents

If you need help .....	2
<i>Urgent issues</i> .....	2
<i>Non-urgent issues</i> .....	2
Introduction.....	4
Physical space .....	5
<i>The venue</i> .....	5
<i>Self-care</i> .....	7
<i>Catering</i> .....	8
<i>Sensory issues</i> .....	9
Social space .....	11
<i>Diversity</i> .....	11
<i>Interacting</i> .....	12
<i>Avoiding interaction</i> .....	18
<i>Being autistic</i> .....	18
Programme .....	20
<i>Lectures and workshops</i> .....	20
<i>Leisure programme</i> .....	22
<i>Scheduled events</i> .....	25
<i>Speaker Biographies</i> .....	45

# Introduction

Welcome to Autscope! This booklet contains most of what you need to know. Even if you've been before, it is worth a read through to find out about this year's event and any changes.

The first thing you need to know is that everything at Autscope is completely optional. You are not obliged to attend anything, speak to anyone (unless you are a parent or carer), or participate in any way. If you are interested in doing things, there is plenty going on throughout the day - serious, fun, structured and unstructured.

This is the 14th Autscope. We have taken autistic people's needs and preferences into consideration in every aspect of planning and running each event. We try hard to make Autscope a place where every autistic person can feel free to fully be themselves without fear of being judged or excluded. However, we cannot always anticipate or accommodate every need of every autistic person. For example, one autistic person's needs might clash with another autistic person's opposite needs. In such cases, we will do our best to work out the best possible compromise, but a little goodwill on your part may also be needed.

Being autistic is common and "normal" at Autscope. It is important to remember that almost everyone at Autscope, including presenters and organisers, is also autistic. We've done our best within the constraints of our knowledge, energy and resources, and the limitations of the venue and its staff.

## **Challenges**

Even though Autscope is autistic space, there are still some things many people find challenging.

### **We will:**

Identify common challenges in a box like this.

Explain what we will do to try to make it easier.

### **You can:**

Try some of the tips to make it easier for yourself.

Help ensure it all goes well for everyone.

# Physical space

## The venue

### Overview of areas for Autscope

#### Residential houses

There are six residential houses, each with an overseer and a first aider, and most with an organiser on site. Most houses have a social space and all have tea and coffee making facilities but no cooking facilities.

#### Main programme rooms

Large flexible meeting space (**Big School**)

Lecture theatre (**Cawthorne Lecture Theatre**)

Gallery (**OBS Gallery**) - afternoons only

#### Social, food and leisure spaces

Coffee/tea breaks and hangout/drop-in (**Lowry**)

Dining room for main meals (**Orchard centre** dining rooms, first floor)

Evening lounge and bar (**Orchard centre** café)

A room with a large interactive projector in it (near **Orchard centre**)

Sports Centre, across the fields

## Venue rules

Autscape doesn't own or control the venues we use. We try to find venues that are a good fit for our needs, but they are never perfect. The venue has a few rules of its own. Autscape's rules and guidelines are detailed later.

- Smoke only in designated areas. Some people are very sensitive to smoke. Please be aware and courteous about smoke smells on your breath and clothing.
- Please leave all equipment (including Autscape's sensory toys and games) in the room in which you found it.
- No food or drink (other than water) in the meeting rooms as some autistic people are sensitive to food and drink smells such as coffee, and many autistic people are clumsy. Even if you are careful and coordinated enough not to knock over your drink, someone else might!

## Information desk

At the **information desk** you can:

- find an organiser
- get more badge supplies or change what you were given for something else.
- buy Autscape merchandise
- sign up for activities that have limited audience sizes or need planning, e.g. entertainment evening, lightning talks and home groups.

### Finding your way

#### **We will:**

Provide you with a map and post them in strategic places around the venue.

Show you to your house and offer tours of the site.

#### **You can:**

Wander around the facilities to familiarise yourself with the location of everything.

Head to activities with plenty of time for getting lost and found again.

Locate essential facilities such as toilets, fire escapes, and the dining hall.

Keep your schedule and map with you.

Be prepared to ask for help or direction, with gestures if necessary. (E.g., point to the name of what you're looking for.)

## Departure

Vacate your room by Friday 10am. If you don't have a car, bring your luggage to the programme area where you will be told where you can put it. All participants are to vacate the venue by 4.15pm.

---

**All participants are  
considered  
competent and  
autonomous.**

---

## Self-care

Many autistic people have trouble managing daily self-care routines. You will have to be able to get up, washed and dressed, and get to meals, without intervention from others (except for any support people who have come with you).

There is no formal or professional support structure in place at Autscope. Most of the organisers and participants, are also autistic and may be struggling to cope just as much as you are. All participants are considered competent and autonomous. So we believe you can make your own decisions and manage your needs in the way that best suits you. Sometimes that might mean bringing your own support people.

### Routines

#### **We will:**

Structure the days to help people with routines such as rising and going to bed and taking breaks.

Ensure meals are cooked for you and served at specific times, so your nutrition should be adequately catered for as long as you eat with us.

#### **You can:**

Use a medication box with compartments for each day which you can fill ahead of time.

Put reminders on your phone for meals and activities you want to go to. Please make sure to set it to silent in sessions.

When planning how much time you will need in the morning, leave extra time for dealing with an unfamiliar environment.

Sometimes come to an arrangement with other participants to help each other with small tasks, as long as you recognise that in the end, you are still responsible for yourself.

## Expectations

By coming to Autscope, we expect that you can manage certain things, or will have brought someone to help you.

- Respect others' space and property.
- Follow 'venue rules' about things like smoking and drinking.
- Organise your time and manage your activity level.
- Take care of your health, hygiene and stress levels.
- Orient yourself.
- Say 'no' and ask for help when you need to.

**See the inside of the front cover for details of how to get help.**

## Catering

If you are a full time participant, all of your meals and refreshment breaks are included. Single day participants normally get lunch and dinner (evening meal). All meals are in the dining rooms on the first floor of the **Orchard centre**, which is accessible by lift. Meals are served at a servery where you queue up and take your meal away on a tray.

**Breakfast starts at 7:30**

**Lunch starts at 12:30**

**Dinner starts at 17:30**

To avoid the need for long queues, food is served for up to an hour so there is no need for everyone to join the queue at the same time. But please do try to get there within the first 45 minutes.

### Queuing

#### **We will:**

Stagger mealtimes to minimise queuing.

Provide a quiet dining room.

#### **You can:**

Stand well back from the person in front.

Ask others to leave space.

Wait five or ten minutes before going to your meal.

Be prepared to communicate your meal choices by word or gesture before you get to the front of the queue.

Sit down at a table for a while first or get a salad and then go for your main meal after others have been served.

## Physical space

There will be a **quiet dining room** which is not silent, but in which voices are to be kept low and unnecessary noise is not permitted.

As another way of spreading the crowds, home groups (see page 17) are scheduled during the first half hour of meal serving time. If you go to a home group, please go straight to get your meal afterwards.

## Food options

The venue will always prepare a 'plain' alternative to each main dish. We have asked them to make more than the usual proportion of these. They will also provide a salad bar, jacket potato options, and cater for all dietary needs we have been told about in advance.

If you don't like anything on offer, the venue is in walking distance from various takeaways and pubs.

## Sensory issues

Others have sensitivities that may be different from yours; please be considerate if someone tells you something is bothering them, even if it is not specifically listed here or doesn't make sense to you.

### Sensory overload

#### **We will:**

Do our best to keep things orderly and calm.

Have quiet spaces to get away to, both indoors and out.

Have the main dining room separated into smaller areas to keep noise down.

Ask people not to clap after presentations and performances.

Use natural lighting whenever practical.

#### **You can:**

Use equipment to reduce sensory issues. No one will think it odd if you wear tinted glasses, earplugs, headphones, or whatever you may require.

Take time out as needed. Here are some places you can do that: sensory room (Ogilvie), library, chapel, your bedroom, or outdoors.

During meals you can use the quiet dining room or step out onto the balcony off the main dining room.

Sit near the door if you are likely to need to leave during a presentation.

## Minimising distress to others

### **Smell**

- Be considerate about strong odours (e.g., tobacco, alcohol, coffee). Remove these as much as possible before rejoining groups.
- Please refrain from using highly scented products such as perfumes and aftershaves (lightly scented soap and deodorant is fine).

### **Light**

- Be aware that others in the room may be distracted or distressed by toys with lights. If you would like to use these in presentations, please sit towards the back of the room.
- Get permission from everyone in the room before using a camera flash.

### **Touch**

- Ask before touching anyone, including children.

### **Sound**

- Be quiet in corridors.
- Make sure sound doesn't 'leak' from headphones.
- If you would like to play an instrument, please do so away from the main public spaces and not near bedroom windows.

# Social space

## Diversity

Autscape welcomes participants from across the spectrum, and sympathetic non-autistic people (NTs). We are primarily oriented to autistic people's needs and interests, but there is much to be learned and enjoyed for an open minded non-autistic person. We have participants of all ages, from a few months to over 80 years.

---

**Diversity enriches the experience for everyone.**

---

## Children

Children are welcome at Autscape and are part of our autistic community. Autistic children benefit from being at Autscape because they get to see adults like them, who are uncommon in the general population. We also welcome neurotypical children of autistic parents.

In order to integrate children more into the life of the Autscape community, we now have all age activities during leisure time after lunch. Registration of a child includes participation in our childcare for children up to 16-year old. Teenagers may go to childcare or the adult programme, at their parents' discretion. Children under 18 must not be left unsupervised at all at this venue.

## The whole spectrum

Autscape is not 'Aspies only'. We welcome people with high care needs, little or no speech, and behaviours the neurotypical society finds strange or problematic. There are some parts of the event where sitting still and quiet for long periods are required, but if you can't manage this you can do other things during those times. If you very much want to go to an activity and need help to manage, let us know and we'll try to find a way to make it more accessible to you.

## Social space

No matter where on or off the spectrum you find yourself, there is no need to be afraid that you won't fit in. Diversity enriches the experience for everyone.

### Different beliefs

Autscape is an autistic space, but not an activist space with shared beliefs. Some autistic people may have different political or religious beliefs or ideas about autism. While most people who attend Autscape are positive about autism, some find it more negative and may even wish they could have a treatment or a cure for their difficulties. It is important that even they find themselves respected and included at Autscape. Disagreement is absolutely fine, but please keep it civil. It is not permitted to tell someone that they do not belong at Autscape on account of their beliefs or experiences around autism.

### Gender identity and expression

You are likely to notice that there is a wide variety of gender expression at Autscape. Please respect each individual's choice for how they wish to be identified, and as much as possible refer to them using the pronouns (e.g. he/him, she/her, they/them) they prefer. On the other hand, please be tolerant of others not getting this right. Some autistic people have considerable difficulty being flexible in the way they use language or in the rules they use to classify people.

## Interacting

While it may be aversive to some people, most of our participants enjoy socialising with other participants. Just be sure to respect the initiation badges. You may find someone who shares interests or experiences with you, but if you don't, try not to take it as anything more significant than just having unusual tastes.

## Initiation badges

There is a coloured badge system for those who have difficulty regulating social interaction, such as by approaching people or responding to unwanted approaches from others.

### **No badge**

If you are able to manage approaches without this help (even if you do not wish to interact, but are able to say so) you don't need the coloured badges. The white badge you are supplied with is just to cover up the coloured badges if you don't want to take them off. Not having a badge means that social approaches happen on the same terms as in the 'real world' where no one wears badges, but in autistic space it's quite normal to be clear and direct (not rude) about whether you feel like talking right now.

### **Red**

A red badge means that the wearer does not want anyone else to initiate an interaction with them.

### **Yellow**

A yellow badge means that the wearer does not want anyone to initiate any interaction with them unless they have already said they can. This is reset every year, so even if you have had permission to interact with someone on yellow in the past, don't assume you still can until they say so.

### Difficult behaviour

#### **We will:**

Make rules and boundaries as clear as possible.

Provide initiation badges.

Help or intervene if you have a problem you can't solve.

Be forgiving when social mistakes happen.

#### **You can:**

Be tolerant. Part of being in an autistic space is accepting differences and difficulties of all kinds. Let others make social mistakes and be forgiving. That doesn't mean letting others make Autscope unpleasant for you. If you have a problem, please contact an organiser.

Be direct. Autistic people may not get hints or signals, e.g., that you don't want to interact with them. You don't have to be nasty, just clear.

If you can't handle the situation or someone is bothering you, please ask an organiser for help.

## Green

A green badge is used if you want to interact but aren't able to initiate contact with others. It does not mean that you are available if someone wants to talk to you - that would be white or no badge. When people use green too much, it loses its effect and some people end up with very few people talking to them through all of Autscape. **Try to use the green badge only if you want someone to interact with you *right now*.** So if you are sitting in a lecture, you should not be on green. If you have a moment when you feel like you could reach out to another person, please make an effort to talk to someone on a green badge.

It is very important that everyone respect the initiation badges, including for children, presenters and organisers. If you make a mistake and are reminded that someone is on red, for instance, try not to take it personally. They may be just taking some time to regroup and may be happy to talk to you later.

## Symbol badges

**Teddy bear:** You may ask me for a hug

**Book:** You may ask me to be quoted or participate in research or interviews

**Camera:** You may ask me to be in a photo or video. **This is a major change from how photography permission has been done in the past.**



Even if a person is wearing a badge, they may say "no" and that should be respected. If you don't feel like you can say "no," don't wear a badge! If someone asks you for one of these things even though you are not wearing a badge, try to gently remind them that they are not meant to ask you and that no, you don't give permission.

## Researchers and contributing to projects

If you are conducting research or a project you would like to solicit participation in, here is what we can do for you:

- You can have up to half a table in the participants' hangout space to put your surveys and a box for returning them (pens may be a good idea).
- You can do a lightning talk at our projects forum beginning at 2pm on Thursday. It is helpful if you sign up for this at the **information desk**.
- You can have a scheduled discussion slot. If you want one, please add it on the participants' calendar **online**, or at the **information desk**.
- We will have badges that participants can wear if they are willing to be asked to participate in research and/or to be quoted. Other than those, you must not approach participants to ask if they will participate in your project.

## Joining in

### **We will:**

Have topic tables at each meal time with popular conversation topics such as **cats** and **science fiction**. If you sit at a table with a topic you are not required to talk about only that topic, but it should be something everyone at the table is happy to talk about.

Have facilitated discussions and home groups so everyone who wants to can participate.

Provide everyone with a set of initiation badges including a green badge that means "I would like to interact but have difficulty initiating. Please interact with me."

### **You can:**

Choose an area that already has one or more people in it rather than sitting by yourself and hoping someone will join you. Others may assume you want to be alone.

Use your green badge and remember to take it off when you are not actively seeking interaction so it is more effective for everyone.

Look for people wearing green badges.

Ask people if it is ok to join in their group in the dining room, drop-in, café or other social spaces.

Join a home group.

## Social spaces

### **Participants' hangout (Lowry)**

For those who like socialising with a little more structure and a little less intensity, there is a drop-in room in the main building, **Lowry** room. In this room you can:

- Get refreshments during break times.
- Find surveys for feedback to Autscape.
- Buy and sell things between participants.
- Enjoy a game, puzzle or other activity alone or with others. Please feel free to bring any games you are willing to share.
- Find information about various initiatives, projects and research.

In the evening, the hangout may have scheduled activity sessions, but it will still be fine to drop in for the usual activities.

### **House facilities**

All houses have coffee and tea making facilities and most have a games room and TV or cinema room. Many also have gardens.

### **Lounge (Orchard centre café)**

Each evening, casual socialising moves to the café on the ground floor of the **Orchard centre**, below the dining rooms where you get your main meals. In the café you will find:

- General socialising.
- Social games that don't need (much) table space, e.g., Cards Against Humanity.
- A bar run by the venue from 8 to 10pm.

There will be no background music or flashing gambling machines that are present in some pubs.

## Social activities

### Home groups

Are you looking for some help with meeting new people? Home groups have been created to help people, especially those who are new, feel comfortable at Autscope and get the best out of the experience by providing a small group that they can get to know a bit better. This is just something we are trying to do to help. Of course, it's not a guarantee you will connect with someone else.

This year, home groups will meet in classrooms in the maths **classroom block**, near the other programme activities. Most will meet six times throughout the course of Autscope, for half an hour before each lunch and dinner time. A few groups will skip the first evening slot and begin on Wednesday lunchtime instead, having five meetings in total.

### Participant led activities

We always have a variety of offerings by participants. This year we are expecting speed dating/meeting, Autscope Countdown, pub quiz, and board games.

### Getting a break

#### **We will:**

Schedule long (at least 30 minutes) breaks between each activity, and a leisure session each afternoon.

Have more relaxed late afternoons and evenings, with practical activities and discussion groups.

Provide quiet spaces in public areas.

Provide single bedrooms.

#### **You can:**

Take time out to relax in whatever way works best for you. Taking adequate rest and sleep will help you cope with as much activity as you would like.

Decide not to do a particular activity, or to leave early if you're feeling stressed. Only you can choose what you would like to do with your time at Autscope. See also the *Choices* box.

Sit at a 'no interaction' table and eat without interruption.

Wear a red badge.

Go to a quiet place such as the library or the chapel. You may find that your house common rooms, the sensory room and the Kemp room in the programme area are also quiet much of the time. You can also go to your bedroom.

## Avoiding interaction

A lot of people are, understandably, quite concerned about the heavy social demands of being in a large group for several days. There is no requirement to socialise at all, and there will be no implicit or explicit disapproval of those who choose not to interact with others.

Bedrooms are a haven. Never enter someone else's bedroom unless you're specifically invited, and don't ask for others' room numbers. Don't share your house door code with anyone or allow anyone to enter behind you.

## Being autistic

Autscape is an autistic space, and autistic spaces tend to include autistic people. Stimming (repetitive movements), echolalia, distractibility, different or impaired conversation skills, avoidance of eye contact,

---

**At Autscape, being autistic is ordinary, not special**

---

perseveration (obsessiveness), are expected and accepted as part of an autistic conference. Appearing (or, indeed, being) completely NT is also perfectly acceptable.

At Autscape, being autistic is ordinary, not special. Others are probably not going to go to extraordinary lengths to

accommodate your needs because they have their own to deal with. This is one of the great things about Autscape, but can also be one of the more difficult aspects if you're accustomed to others making adjustments for you.

Autscape is organised and run on a completely voluntary basis, mainly by autistic people. We have many of the same needs and difficulties you do. We may not be able to do everything we would like to make the ideal Autscape. Please remember to extend respect for these guidelines to organisers and children, who are as much a part of the community as adult participants.

## Social space

While being autistic brings many good things, it also means that certain difficulties are more common. Social mistakes are part of the territory in autistic space. Autistic people may forget to look for initiation badges, interrupt, talk too much or too little, ask too many questions, or mis-gender you, all without any intention to offend.

# Programme

This section includes a schedule telling you when and where everything is happening at Autscope and descriptions for each session. But first, there is an overview of some of the activities happening at Autscope (see the schedule for the times).

**You can stay up to date on the programme and any changes at: [www.autscope.org/programme](http://www.autscope.org/programme)**

## Lectures and workshops

There is a programme of formal presentations throughout the day, from approximately 9am to 5pm. There is usually more than one thing on at a time so you will have to make some choices about what to attend. Many autistic people find it hard to choose, but with 200 people to accommodate, we have multiple activities on offer at the same time to cater to different needs and preferences. Asking about the things you didn't attend is a possible conversation starter during social times.

Workshops have some level of audience interaction included, whereas lectures are not interactive but have an associated discussion on the same topic later on the same day.

The main presentations are held in Big School and the Cawthorne Lecture Theatre.

### Choices

#### **We will:**

Try to give as much information as possible in advance so you can consider your options.

Try to minimise the amount of concurrent workshops to limit the number of hard decisions.

#### **You can:**

Consider your options well ahead of time. Decide which workshops and leisure activities you would like to do. This can limit the stress of having many choices to make when you have a lot of other things to cope with.

## Presentations

### Guidelines

- Please try to be quiet during presentations. If you find it very hard to control interruptions you can step outside the room for a bit and come back when you're ready.
- Presenters who really can't cope with interruptions will be asked to use a **red badge**. So if you see a presenter with a red badge, please don't interrupt them at all. If you have a question, write it down for later.
- It is almost always ok to come and go during a presentation, but try to do so quietly. There are certain situations when we may want to control when people come and go from the room, e.g., when there is a performance on. There will be a note and/or a door person when this is the case.
- **Flap, don't clap.** Please show your appreciation for presentations and performances without clapping, such as by flapping or wiggling fingers.
- An organiser or volunteer may raise their hand to quiet a group to make an announcement. Please also raise yours and stop talking. The mass of raised hands will cause silence to spread without anyone having to shout louder than the crowd.
- Please keep questions and comments brief. There are others in the room who want to hear what the presenters have to say. There will be time later for more detailed discussion. Written questions will be collected if you hold it when you raise your hand.

## Discussions

Most lectures will have an associated discussion on the same topic either straight after or later on the same day. They will always be facilitated. Again, try to keep your own input brief so others have a chance to speak.

# Leisure programme

Full up to date timetable can be found at the **information desk** and **online**, linked from [www.autscape.org/programme/](http://www.autscape.org/programme/).

## Things we'd like you to sign up for

In nearly all cases you can just decide whether to go to something (or not) spontaneously. However, we would like you to sign up at the **information desk** if you would like to do one of the following:

### Home groups

A small social group meeting twice each day throughout the event.

### Autistic project and research forum

An opportunity to showcase your autistic project or research with a lightning talk (5 minutes) and/or poster on Thursday starting at 2pm.

### Entertainment evening

The entertainment evening has become a regular feature at Autscape. We have had various acts, musical and otherwise. If you are interested in performing this year, please sign up on the list at the **information desk**. In an attempt to ensure the evening does not last too long, we are asking that people limit performances to 5 minutes.

## Discussions that may be used for research

Discussions at Autscape are normally confidential. Non-confidential activities will be clearly marked on the door and at the start of the activity. If you change your mind, you can ask to have your comments removed. If you are wearing a 'no quotes' badge, you may still participate and your comments will not be quoted.

## Unscheduled activities

These are things that are ongoing all the time or just when they're wanted, so they don't fit in the schedule neatly.

See page 16 for more information about social spaces such as the Hangout (**Lowry**) and Lounge (**Orchard Centre Café**)

### Sensory room

Ogilvie

We have a small sensory room set up for participants to explore and enjoy the equipment at their leisure. This is open throughout the day, although it may occasionally be used for scheduled activities or silent times. Please treat all equipment with due care!

The equipment includes a projector. There are instructions regarding how to use it at the **information desk**. If you would like to try a different lens or wheel and don't know how to change them ask any organiser to give you a hand. There are about a dozen wheels of different kinds of designs as well as a couple of distortion wheels. If you have the projector on a quick speed, please slow it down before you leave the room.



#### Interactive projector

We have hired an interactive projector you can play with in its own room beside the **Orchard centre**.

### Interactive projector

Racket court

It is well worth checking out the projector we've hired for this year. It projects images on the floor that you can interact with.

### Singing rounds - *Kitt*

Outside

Rounds are simple tunes sung in strict canon. For many rounds you don't need to read music, but you do need a good sense of pitch and the ability to remember short melodies. This is an informal activity without a fixed start and end time. You can drop in and out as you wish.

## Programme

When will it happen:

- During registration on Tuesday, Kitt will be available from about 3:30pm to 4:45pm (drop in and out whenever you wish during any part of this period)
- During the short morning and afternoon breaks between events
- Whenever you see Kitt carrying her green music bag during free time, you can ask her to sing rounds with you, or ask her to teach you a round, or offer to teach her a round that you know.

### Mindfulness and ASMR - *David Benito*

Lowry

David will lead a short 20 minutes session of mindfulness and ASMR to help people relax. Book a session on the sign up sheet in Lowry.

## Spontaneous activities

Spontaneous activities can be added to the schedule at any time during Autscape. Check on the list at the **information desk** for a suitable space and time. Activities can include going for a walk, having a discussion, playing a game, or anything else you would like to offer.

## Scheduled events

An up-to-date timetable can be found at the **information desk** and online, linked from [www.autscape.org/programme/](http://www.autscape.org/programme/). Please check these for updates, particularly to discussions and leisure activities as these may change time or place. Activities that are part of the main programme are marked with a star. ★

### Tuesday

13:30-16:30 Registration Orchard Centre

14:30-17:00 Refreshments and drop-in activities Lowry

15:00-18:00 Creche open School House

Collect your children from School House at 17:30 or the Orchard Centre at 18:00.

15:30-16:45 Singing rounds Outside

★ 17:00-17:30 Orientation Big School

An essential introduction to Autscape. Particularly important for first timers. Attendance at this session is **strongly recommended**. Even if you have been to Autscape before, there are always changes and things related to the specific venue to update you on. If you don't come to orientation, please have a good look through the handbook because some things have changed, particularly around opt-in and opt-out badges.

17:30-18:00 Home groups Classrooms block

An opportunity to meet with the same small group a few times during Autscape. Please sign up in advance at Registration or at the **Information desk**. More details on page 17.

17:30-19:00 Evening meal

Orchard Centre

★ **19:00-19:30 Lecture****Big School****Welcome talk - *Martijn Dekker***

For the first time, we are having an introductory talk at the start of Autscape. This will be much more interesting than orientation. It will include an overview of Autscape's ethos and some comments on this year's theme and programme.

19:30-21:00 Piano recital - *James Pelham***Big School**

A varied and interesting concert in two halves, the first ending with Beethoven's iconic 'Moonlight Sonata', performed complete. The second half will explore several expressive pieces by various composers.

**Evening activities**

There is a variety of leisure, social and discussion activities on offer in the evenings. These are the ones we know about at the time of going to print. Many more may be added at Autscape. Please check the calendar online or at the information desk to be sure you're up to date.

**Starting at 20:00****Film (TBA)****Cawthorne**

An autism-related film will be shown. The title will be announced when it is known.

**Bar open****Orchard Centre**

Each evening there will be a bar selling alcoholic and non-alcoholic drinks in the Orchard Centre Café, on the ground floor below where the dining halls are.

**Yoga (easy)****OBS Gallery**

This is an easy yoga session focussing on relaxation run by a qualified teacher arranged by the venue. On Wednesday and Thursday the easy session will be at 19:00 and a more challenging session will be offered at 20:00.

**Tennis (TBC)****Sports Centre**

A tennis session with a qualified coach. Before you head to the sports centre, please check at the **information desk** because this session is still subject to confirmation from the venue.

**Trans and autism open discussion group - *Alfie Green***  
**Classroom block**

A discussion group for anyone who doesn't identify as 100% male or 100% female.

**Starting at 21:00****Medium speed dating - *Tony G***

A "speed dating"-type session with less time pressure than the usual speed dating. The intention is to help participants find someone who might become a pen friend, a good friend or even a romantic partner.

**Starting at 21:30****Sparklies in the dark****OBS Gallery**

This is one of Autscope's traditions! Time to share enjoyment with light up toys and glow sticks. Meet on Tuesday evening in the Gallery. Autscope will provide one glow stick per person. More sparklies can be purchased at the time.



with less power) might necessarily want to be included in the activities of another (perhaps larger or more powerful). I think this risks neglecting the importance of the terms on which that joint activity takes place, which may in effect be dictated by the more powerful party. This is important in various contexts – legal, political, professional and social – and raises questions for autistic people about how we negotiate the terms on which we are included (or on which we include others), and the importance of starting with a clear idea of what we want to achieve when we talk about inclusion.

**10:30-11:00 Break**

**★ 11:00-11:40 Lecture**

**Big School**

**Autism and interpersonal ethics: who can we blame when things don't go well? – Ken Richman**

This session is about autism and moral responsibility. Everyone wants to be respected as a responsible person. We also want to be excused from blame when something gets in the way of our understanding or doing the right thing. Some philosophers argue that autistic people should not be held responsible for their actions because autism keeps them from understanding ethics. Why do they exclude autists from the moral community? What are the implications for interpersonal interactions within and beyond the community of autists?

A 30 to 40 minute lecture about philosophy and moral responsibility will show how ideas from enlightenment philosophers have been combined with popular theories of autism to generate problematic conclusions. The lecture will end by sketching a more autism-friendly, inclusive approach.

**11:00-11:30 Exploring similarities between autistic and non-autistic people – Tom Moore Classroom block**

The session will start with the presenter briefly recapping how autistic and non-autistic people are different using a Venn diagram and commentary, then will launch into a peer-to-peer discussion of where the two groups overlap and complete the Venn diagram as a group.

**★ 11:45-12:25 Lecture**

**Big School**

**The inclusion of autistic needs in the pursuit of holistic health**

*- Dr Claire Evans-Williams and Dr Damien J. Williams*

Mental health difficulties can pose an additional challenge for autistic adults. Services may be available and accessible, but they are often developed for neurotypical individuals and are therefore not appropriate for the needs of autistic adults. While the health service is under extreme political and economic pressures, this is insufficient justification for overlooking the needs and rights of autistic people. To remedy the current top-down professional-led approach, we have developed an inclusive bottom-up needs-driven approach to support the mental health of autistic adults: the autistic hierarchy of needs.

In this lecture we will work through each of the six levels of the hierarchy, providing real-world illustrations from clinical practice. We believe the hierarchy provides a flexible approach to supporting autistic adults achieve the life they deserve through a focus on their own values. We will encourage the audience to reflect on how this hierarchy relates to their values, health and life.

**12:30-13:00 Home groups**

**Classrooms**

**12:30-14:00 Lunch**

**Orchard Centre**

## Leisure sessions

A variety of leisure sessions are on offer after lunch on Wednesday and Thursday.

### **13:45 Choral workshop - *James Pelham* Big School**

An informal rehearsal aimed at autistic adults, but mature teenagers and children would also benefit. A small selection of accessible pieces, e.g., rounds and canons to enjoy, while incorporating some basic vocal techniques to keep interest. Possibility of preparing for a performance in the entertainment event on the last night of Autscape (optional for participants). Pieces chosen will recognise that the balance of parts may not be constant (i.e., simple two-part songs will be preferred.) Non-singing observers will be welcome and no minimum standard will be required.

### **14:00 Report back from visiting Ocate Cliffs (autistic run retreat centre) and autistic projects in USA**

*- Caroline Hearst*

I was fortunate to be awarded a Churchill Fellowship to explore peer support for autistic people in the USA and Australia. I will report back on what I experienced and would like to discuss what might be ideas for projects in this country.

### **14:30 Performance by *Madge Woollard*, singer and songwriter Big School**

**15:30-16:00 Break**

**15:30-18:00 Creche open - School House**

★ **16:00-16:30 Lecture**

**Big School**

**Untangling the knots of neuroqueer intersectionality**

*- Olivia Pountney*

Navigating Autistic spaces as part of a sexual and gender minority (and vice versa) can at times be a strange and alienating experience especially if someone is exploring parts of their identity later on in life or doesn't fit "ticking box" norms of acceptable alternative identities. This isn't helped by the complexity of social unwritten rules and desirability politics from within both the LGBTQ and (ironically) the autistic communities.

The current discourse within autistic territory largely focuses on a prevalence of autistic people who are likely to identify as LGBT but not so much on how best to include them within our own communities. By applying Queer theory and the concept of autistic space, the presentation will be looking at ways to build bridges with the two communities (both physical and online) and create more diverse and inclusive platforms from the perspective of belonging to both.

**16:30-17:15 Discussions**

**Autism and interpersonal ethics**

**Cawthorne**

Participants will be invited to share personal experiences of and preferences for being held responsible or being excused for behaviour.

**Autistic needs and holistic health**

**OBS Gallery**

**Neuroqueer intersectionality**

**Big School**

**What do you wish your doctor knew about Autism?**

*- Mary Doherty*

**Classroom block**

I am an autistic medical doctor involved in a project in Ireland which will provide training to other medical professionals

regarding autism and what they can do to make their medical practices autism friendly.

I will be involved with designing and delivering the training programme, and I would like to offer other Autscope participants the opportunity to have input into this process.

### **Autism, sensory desires and bdsm/fetishism**

*- Hanna Bertilsdotter Rosqvist*

Discussions around autism, sensory desires, and bdsm/fetishism.

17:30-18:00 Home groups

Classrooms

17:30-19:00 Evening meal

Orchard Centre

### **★ 19:00-19:45 Annual General Meeting (AGM)**

**Cawthorne**

### **★ 20:00-21:00 Performance**

**Big School**

#### **Quiet hands - Tim Rhys**

This consists of a 60-minute stage play 'Quiet Hands' and an after-show Q and A discussion of the themes of the play.

The play explores two issues: sibling relationships and autism, and mate crime and autism. It has three actors and is written to be performed on a bare stage with very minimal lighting and sound. The autistic main character (played by autistic actor Joshua Manfield) is targeted by a manipulative predatory couple who befriend him with the desire to defraud and rob him. It has an optimistic positive ending but goes to dark places before getting there. The aim of the play is to raise awareness and discussion about the under-reported problem of 'mate crime'. It premiered for a week at Chapter Arts Centre, Cardiff. We have also been invited to perform the play at the National Assembly for Wales, to raise discussion among Assembly Members.

**Evening activities**

Remember, please check the calendar online or at the **information desk**.

**Starting at 19:00**

Scrabble - *Tony G*

Lowry

Yoga

OBS Gallery

**Starting at 20:00**

Film (TBA)

Bar open

Orchard Centre

Yoga

OBS Gallery

Autscape Countdown - *Elaine*

Classroom block

Autscape's version of the popular TV show Countdown. With the classic letters and numbers games and our own version of Rachel Riley (aka Dave Gardner), as well as an Autscape Conundrum, participants can join in a team effort, play individually or just watch others compete to get the longest word, solve the numbers or work out the anagram. Play to win or just play for the fun of it.

**Starting at 21:00**

**Tom's customisable quiz - *Tom Moore*** Orchard Centre

Like a pub quiz, only without the pub noise and where the participants get to choose the categories (from a selection) and questions (blindly).

How many hands go up dictates how many questions there will be in any given category. All questions will be considered hard to anyone with only mainstream exposure to the subject matter.

No teams. Prize(s) yet to be decided.

**Discussion: Quiet Hands - *Tim Rhys***

**Big School**

**Thursday**

7:30-8:45      Breakfast      Orchard Centre

8:45-13:00      Creche open      School House

**★ 9:00-10:30      Workshop      Big School****Overtone chanting for self-soothing and sensory seeking - *Ysabel Clare***

This workshop proposes that overtone chanting activates and tones the vagus nerve, which connects the gut and the brain stem and directly manages stress. We will try this out so you can discover how it might work for you.

The workshop begins with the oldest exercise sequence in the world, the 'Eight Fine Treasures'. These ancient exercises activate sensory awareness, deepen the breath and settle us down. We move on to hum and vocalise, quickly progressing to chanting simple sound sequences that indirectly create the extraordinary bell-like overtones.

We will spend time chanting, finding a rhythm of breath, and enjoying the vibrations and sensations that arise in the body. For sensory seekers such as myself this can be intensely and sometimes hilariously pleasurable.

Any spontaneous responses, physical or vocal, are welcomed. These exercises can provoke stimming, which can be incorporated privately or shared and experimented with in the group.

**★ 9:30-10:30      Workshop      Cawthorne****Why do we disappear as we grow older?****- *Cos Michael***

We hear a lot about autism in youth, but interest in our lives declines as we grow older. We rarely see elderly autistic people

represented in drama or literature. 'Adulthood' research nearly always has a cut off point of under 40 years, so almost nothing is known about how we live in mid to late adulthood. Few appropriate services exist for us in elderly supported living, clinical settings for ageing related ailments, or in society. We disappear from every radar.

I propose a short presentation, outlining some of the issues we face as we age, followed by a discussion about what we know and what we would like to know, and how to plan for the future.

None of us is an expert, but some of us have experience, personally, professionally and through relationships with others. The aim of this workshop is to share.

**10:30-11:00 Break**

**Lowry**

 **11:00-11:40 Lecture**

**Big School**

### **The elephant in the room - *Nat Titman***

My talk will look at the dichotomy of seeing autism as a set of traits vs. whole.

It will start by looking at childhood and the 'elephant in the room' aspect of autism, where adults use any other explanation, like being a gifted child or having sensory sensitivities, before ever mentioning 'the elephant'.

I'll make an analogy based on the fable of the experts each only able to examine one part of a huge elephant. If they only have the tail, it's a rope, the tusks are a spear, the ears a fan, the leg a tree trunk and so on. Each expert has a specialism in one part of the elephant, but none of them are delivering a diagnosis of 'elephant' because they never meet to compare notes.

Next I'll explore how single trait labels affect how we're helped or hindered pre-diagnosis. How we're seen and we see ourselves.

**11:00-11:45 Autism and chronic pain discussion****- Alfie Green****Classroom block**

Anyone who lives with or experiences chronic pain from any source, the group is designed to meet others affected by chronic pain, natural pain relief methods are welcome.

Please note we are not your doctors so none of what we say can be constituted as medical advice. Discussion of overloads, meltdowns and shutdowns may be included.

**11:45-12:25 Lecture****Big School****Formal diagnosis - Kalen**

This presentation will explore the role of formal and professional diagnosis in identifying autistic people. It will include a discussion of the diagnostic criteria, with particular focus on recent and upcoming changes in the main diagnostic manuals (DSM and ICD) such as the inclusion of sensory processing differences and the loss of Asperger's as a separate diagnosis. How do these changes affect autistic people? Are the criteria inclusive enough? Are they too inclusive? Is anything important missing?

This presentation will also touch on the methods and tools used to diagnose autism.

**12:30-13:00 Home groups****12:30-14:00 Lunch**

## Leisure sessions

A variety of leisure sessions are on offer after lunch on Wednesday and Thursday.

### Starting at 14:00

#### **Autistic projects and research forum** **OBS Gallery**

An opportunity to showcase autistic-led initiatives from across the UK and elsewhere in Europe.

#### **Organ recital (TBC)** **Chapel**

Communication through music showcasing dulcet tones of the rare example of s Marcussen organ in the UK!

*Unfortunately, it will not be possible to confirm this performance until we are at Autscape.*

### Starting at 14:30

#### **The role with HR in the workplace and autism** **- Fiona-Rose Mills** **Classroom Block**

A chance to have a discussion about issues you may have with HR about your autism. This session is held by a recently qualified HR person with Autism.

### Starting at 15:30

#### **Swimming** **Sports Centre**

This pool is different from a typical leisure pool in that it is colder and deep throughout. It is not suitable for non-swimmers on their own. The session will be divided into two 30-minute sessions, but it may be possible to stay through both.

**15:30-16:00 Break** **Lowry**

**15:30-18:00 Creche open** **School House**

**15:40-17:45 Guided walk around the local area**

- *Joseph Redford*      **Meet in foyer of main building**

The walk would start by taking a 15 minutes bus ride from the stop next to the school, to Bidborough ridge, where there is a nice view of Tonbridge and the Medway Valley.

We would then go downhill through some fields and villages (with traditional architecture) and past the Haysden lakes and back to Tonbridge school, it would be around 3.5 miles. After the initial downhill path, (which is fairly steep) it is almost completely flat.

I anticipate the walk to take under 2 hours, but this will depend on the bus connection. To make the intended connection, whoever is walking would have to leave Tonbridge School at :45 minutes past the hour strictly (the buses leave at :57 and :18 minutes past the hour.

 **16:00-16:30 Lecture**

**Big School**

**Separate development paths - way to mutual understanding and social inclusion - *Joanna Ławicka***

As a person with Asperger's syndrome and Dr. in social sciences I explore the development of people on spectrum. In my speech I want to convey the results of many years of analysis that led to the development of innovative approaches to the support of people with autism.

The basis is the concept of a separate development path, developed by me and my team. This concept shows that the development of people on the spectrum is not a disturbed typical development. It is a completely separate development option. This entails many consequences. It is important to understand this specificity for better social adaptation, also for people who belong to additional minority groups. In addition, it allows effective support, especially during childhood, but not only. In adulthood it allows to significantly reduce the risk of secondary emotional problems, life crises and serious limitations in social functioning.



**16:00-17:00 Workshop**

**Cawthorne**

**The acceptance/inclusion of non-autistics by autistic groups - *Serena Hasselblad***

To us autistics it is of great importance to feel included and to play a part in society, like everybody else.

In order to strengthen our identity and self-awareness we form autistic groups where we together explore autism. We also form working groups or companies with only autistic people.

If we are not aware we might do to others, what we strongly dislike ourselves; exclude those who are different from us, that is the non-autistics.

I want to show important risk-factors and together with the audience explore both the upsides of an all autistic working group and the benefits to cooperate with people with non-autistic brains.

The aim of this workshop is to straighten out our own mindset about how to include and how to avoid exclusion.

**16:30-17:30 Trampolining**

**Sports Centre**

**16:30-17:15 Discussions**

**The elephant in the room**

**OBS Gallery**

**Separate developmental paths**

**Cawthorne**

**Autistic-led training**

**Classroom block**

**- *Alyson Macdonald & Sonny Hallett***

Our life experience as autistic people makes us uniquely qualified to deliver training on autism awareness and acceptance. Not only can we offer insights that allistic professionals lack, but it gives us a chance to speak for ourselves and challenge the myths that our lives are mysterious or tragic. However this approach is not without its problems as it can invite intrusive questions or reinforce the idea that disabled people exist to provide

“inspirational” personal stories. So how do we find the right balance and provide training that educates the participants without exploiting the facilitator?

This discussion is open to everyone, regardless of whether they have experience of delivering training. There will be an opportunity for anyone who has relevant experience to give a two to three minutes summary of the project(s) they have been in at the start of the session if they would like to do so, but most of the time will be used for group discussion.

17:30-18:00 Home groups Classroom block

17:30-19:00 Evening meal Orchard Centre

### Evening activities

Remember, please check the calendar online or at the **information desk**.

#### Starting at 19:00

Badminton	Sports Centre
Yoga (easy)	OBS Gallery
LGBTQ+ discussion - <i>Alfie Green and Olivia Pountney</i>	Big School

#### Starting at 20:00

Entertainment Evening	Big School
Film (TBA)	Cawthorne
Bar open	Orchard Centre
Yoga	OBS Gallery

## Friday 31 August

7:30-8:45      Breakfast      Orchard Centre

8:45-13:00      Creche open      School House

 **9:30-10:30      Workshop      Big School**

**Exclusive inclusion, what divides our communities?**

*- Larry Arnold*

Inclusion has been the goal of disability activism for some time, and it is something different from mere integration as it aims to include people at the level of need they require in education, social settings, shops and the workplace.

For all of that, various disability groups have created cleavages, where they cleave together around some common impairment or condition. Autistic groups have existed for over two decades now and events such as Autscape have been created as autistic space.

But how inclusive are autistic groups? What are the problems associated with them and who are they excluding?

I aim to create discussion around some of the ways we might not be working effectively together or effectively with other groups. I want to examine the possible ways that we are dividing among ourselves based on other categories than our autism.

10:30-11:00      Break

 **11:00-11:40      Lecture      Big School**

**Working under the influence of autism**

*- Catherine Curtis*

As an autistic person, getting a paid job can be particularly tough. You've got through the application sorting and battle through the

interview assault course to dazzle the employer to win that coveted job - then what?

The Equality Act 2010 states that employers have a duty to ensure workers with disabilities, such as autism, aren't substantially disadvantaged so they must put in place reasonable adjustments.

This lecture looks at how employers can get it wrong with reasonable adjustments by only focusing on the autistic person's immediate environment. Through embracing excellent information governance, good workplace and workforce management, a culture can be created that supports the autistic person's needs and simultaneously increases efficiency and productivity for all employees. Whilst reasonable adjustments remain indispensable, workplaces should be individually accommodating so that they do more than the minimum where they value the contribution that everyone can bring.

**11:00-12:00 Autistic art action (to accompany appliqué workshop) - *Annette Foster* Main building foyer**

You will have an opportunity to wear articles made in the appliqué workshop in a public Autistic Action - a bit like an autistic flash mob. You also can take part in an art activist video piece by appearing in your appliqued t-shirt to help to show how diverse the autistic community is. I would especially like the video art piece to show that there are all types of autistic people and to dispel the stereotypes by making women, nonbinary and trans autistics more visible.

Participation in the Public Art Action and video piece are optional. By just owning and wearing a t-shirt that says something positive about being Autistic you will be doing something positive for the autistic community.

**11:45-12:30 Discussions**

Discussion: Working under the influence of autism

- *Catherine Curtis*

Big School

Catatonia discussion - *Kalen*

Classroom block

12:30-13:00 Home groups

Classroom block

12:30-14:00 Lunch

Orchard Centre

14:00-15:30 Creche open

School House

14:00-14:30 Feedback session

Big School

 **14:30-15:30 Panel of selected speakers** **Big School**

An invitation only panel of selected presenters to speak to the topic of inclusion and take questions from the audience.

15:30-16:00 Refreshments

Lowry

 **Departure (by 16:15)**

# Speaker Biographies

## Catherine Curtis

*Presenting:* **Working under the influence of autism**

Catherine is autistic, an employability lecturer and an experienced trade union representative at a further education college, specialising in equality and disabilities. Between her work and supporting her union members, she is a mother and she loves to study. She finds herself a perpetual student, holding postgraduate qualifications in education, autism, computing and political science. Her politics dissertation explored the construction of the terrorist identity within British print media. She hopes to investigate at doctoral level the experiences of autistic employees and their reasonable adjustments.

## Cos Michael

*Presenting:* **Why do we disappear as we grow older?**

Cos is an autistic consultant and writer, specialising in autism and ageing. She is a consultant on the Autism Spectrum, Adulthood and Ageing Project at Newcastle University. For some years, Cos led NAS's Autism and Ageing projects. Now she speaks in the UK and internationally, last year to the United Nations Committee on the Rights of Persons with Disabilities.

Published work includes "Why we need research about autism and ageing" in the journal "Autism"; and a chapter, "Listen to the experts: autistic adults tell us what they need" in "Autism Spectrum Disorder in Mid and Later Life".

## Dr Claire Evans-Williams and Dr Damien J. Williams

*Presenting:* **The inclusion of autistic needs in the pursuit of holistic health**

Claire is a practicing Chartered Consultant Clinical Psychologist, having studied at the Universities of Strathclyde, Cambridge, and Glasgow. Her specialty is adult autism and mental health. She received her autism diagnosis at the age of 32 and has since dedicated her time to developing a community organisation - The Autism Academy UK (TAAUK) - which aims to support and empower the autistic community. Her husband, Damien, is a Chartered Psychologist with a specialty in Public Health. His passion is working within the area of (mental) health promotion. He is academic advisor to TAAUK.

## Joanna Ławicka

*Presenting:* **Separate development paths - way to mutual understanding and social inclusion**

Joanna Ławicka, PhD social science, special educator. President of Prodeste Foundation, the first Polish organisation that promotes neurodiversity, acceptance and full empowerment of people on the spectrum. Author of the popular book in Poland "I'm not an alien. I have Asperger syndrome", and of many articles and chapters in other books. Regularly performs at major conferences, including international ones. In 2016, she represented the Foundation at the XI Autism-Europe Congress. Privately, a person with Asperger syndrome and mother of three daughters.

## John Binns

*Presenting:* **Negotiating terms for inclusion**

John Binns is a partner in a London law firm, who was diagnosed around five years ago (aged 40) along with his son (now 10). He has positive experience of negotiating at work on behalf of clients, and less positive experience of negotiating at home on his own behalf. He presented at Autscope last year on 'functioning' labels. His special interest is Doctor Who.

## Kalen

*Presenting:* **Formal diagnosis**

Kalen is involved in autistic community and research in various capacities, with Autistica, the National Autistic Taskforce, autism@Manchester, Autscope, and soon as a PhD student.

Kalen traces her love of containers and categories back to her childhood collection of cardboard boxes. This has developed into an affection for containers of all kinds, including the metaphorical 'boxes' used to categorise people, such as personality types and diagnoses. Kalen grew up unaware of her early autism diagnosis until she rediscovered it for herself by reading the DSM looking for answers.

Kalen lives in the English countryside with an assortment of children and pets, some of whom are also autistic.

## Ken Richman

*Presenting:* **Autism and interpersonal ethics: who can we blame when things don't go well?**

Dr Kenneth A Richman is a professional philosopher and bioethicist with multiple autistic family members. He has been writing, teaching, and leading workshops on ethics for over 20 years. Ken is the author of *Ethics and the Metaphysics of Medicine* (MIT Press), and multiple academic publications about autism and ethics. He works in Boston, where he is Professor of Philosophy and Health Care Ethics at MCPHS University (previously known as the Massachusetts College of Pharmacy and Health Sciences). His work has been supported by the Miriam Foundation, an autism services organisation in Montreal, Canada.

## Larry Arnold

*Presenting:* **Exclusive inclusion, what divides our communities?**

Dr Larry Arnold has over 45 years experience of disability advocacy and campaigning. As an autistic person, he has sought the greater inclusion of autistic people in autism charities, and in further education and academic research. He is an established presenter and public speaker with experience of addressing both autistic and mixed autistic/non autistic audiences.

## Maqqi Mucoi Amolngatti Âû

*Presenting:* **Exploring the art of stimming**

Maqqi grew up in a neurodiverse family, self-identified as Autistic in 1980, and received a clinical confirmation in 1998. They have supported neurodiverse students for over 30 years at secondary and third level, mostly assisting Autistic, Dyslexic & ADD students. They have worked as a leader with Âutistic ûnion since 2014, and are engaged in establishing an Autistic advocacy organisation and StimFest Autistic summer festival in Ireland.

Maqqi has researched stimming for several years and given short talks and workshops on the topic. They believe stimming is central to understanding the Autistic mode of being.

## Nat Titman

*Presenting: **The elephant in the room***

By day, Nat is paid to build web applications. By night, they attempt to find the time, energy and focus to produce fan art, filk music, podcast episodes, YouTube videos, comics and basic self care. Sometimes co-host of the Autistic Flappy Hour podcast, creator of the Practical Androgyny blog, one time 'early' asexual community organiser, occasional neurodiversity blogger, former Doctor Who fandom podcaster, burnt out activist. Nat is multiply neurodivergent with hidden disabilities.

## Olivia Pountney

*Presenting: **Untangling the knots of neuroqueer intersectionality***

Olivia is an autistic transgender service user who identifies as queer. She is involved in the autistic advocacy movement in which she holds the belief that autistic people should be the ones leading the conversation around autism and autistic people, rather than the parent- and professional-led organisations who currently dominate it. She has served and continues to serve on the committee of many autistic user-led projects and organisations including Autistic UK.

## Serena Hasselblad

*Presenting: **The acceptance/inclusion of non-autistics by autistic groups***

Serena Hasselblad has a master's degree in civil engineer and a doctor's degree.

At the age of 40 she discovered that she was autistic. From there on she has studied autism and worked with many different groups of autistic people. She is today a project leader, coach and educator in autism.

## Tim Rhys

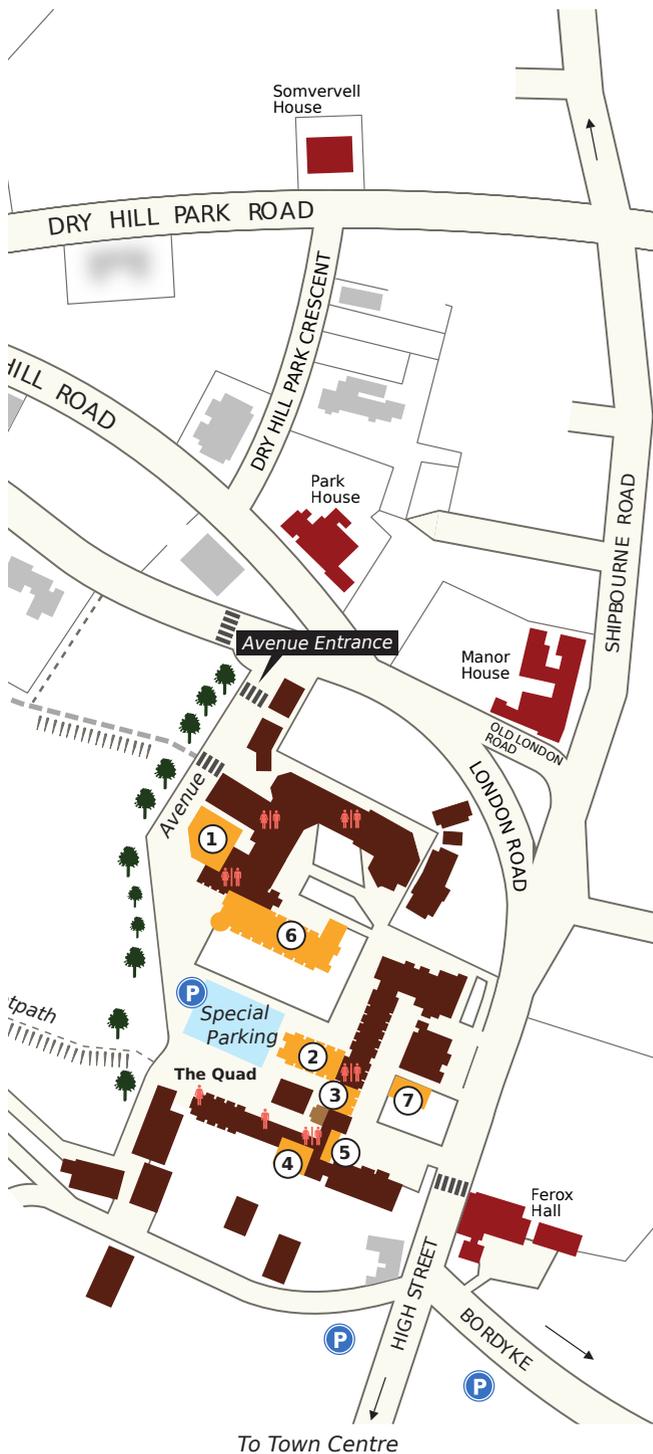
*Presenting:* **“Quiet hands”**: challenging stereotypes and raising awareness through theatre

Tim is a playwright and scriptwriter, who also lectures in Creative Writing at Cardiff University. This is his second play about autism, the first, ‘Touch Blue Touch Yellow’ challenged the stereotype of autistic people lacking empathy and not needing close human relationships, which was inspired by his own autistic son. He is passionate about the rights of autistic people and the need to challenge the sometimes harmful stereotypes about autism. His short film Half Life won the award for Best UK Short Film at the Manchester International Film Festival and he has written one full length feature film, Crow.

## Ysabel Clare

*Presenting:* **Overtone chanting for self-soothing and sensory seeking**

Ysabel Clare teaches performance skills, specialising in acting, voice, and presentation. She works as an independent coach and dramaturge, and has taught at Goldsmith’s for 16 years. Her academic research is on the unconscious cognitive structures of acting/pretending. In her voice work, she is a sensory seeker, using non-traditional exercises such as overtones and chi gung. These encourage students to focus on inherently pleasurable sensations, which they are more likely to practice than conventional exercises. Incidentally, the benefits of deeper breath, clearer tone, fuller resonance and increased confidence are quickly achieved without having to think about it.



**Function Locations**

**Registration and meals**  
 1 - Orchard Centre

**Programme Area**  
 2 - "Big School" lecture room  
 3 - Classrooms  
 4 - Lowry (drop-in centre)  
 5 - Ogilvie and Kemp  
 7 - Cawthorne lecture room

**Other**  
 6 - Chapel

-  Car Park
-  WC

**Sat-nav Postcode**

Tonbridge School Centre: TN10 3AD

Drop-in (Lowry Interactive projector (Behind Orchard Centre) Sensory room (Ogilvie))					
9:00	9:00 Exploring the art of swimming (Big School)	9:30 Negotiating terms for inclusion (Cawthorne)	9:00 Overcome chanting for self-soothing and sensory seeking (Big School)	9:30 Why do we disappear as we grow older? (Cawthorne)	9:30 Exclusive inclusion, what divides our communities? (Big School)
10:00					
11:00	11:00 Autism and interpersonal ethics (Big School)		11:00 The Elephant in the Room (Big School)		11:00 Working under the influence of autism (Big School)
12:00	11:45 The inclusion of autistic needs in holistic health (Big School)		11:45 Formal diagnosis (Big School)		11:45 Working under the influence of autism (Big School)
13:00	12:30 Home groups (Classrooms and Kemp)		12:30 Home groups (Classrooms and Kemp)		12:30 Home groups (Classrooms and Kemp)
14:00	14:00 Registration (Orchard Centre)		14:00 Autistic projects and research forum (OBS Gallery)		14:30 Panel of selected speakers (Big School)
15:00	14:30 Drop-in activities				
16:00	16:00 Untangling the knots of neuroqueer intersectionality (Big School)	16:30 Neuroqueer intersectionality (Big School)	16:00 The acceptance/inclusion of non-autistics by autistics (OBS Gallery)	16:00 Separate development paths - way to mutual	
17:00	16:30 Discussion: autistic needs in holistic health (OBS)	16:30 Discussion: interpersonal ethics (Cawthorne)	16:30 Trampoline (Sports Centre)	16:30 Elephant in the room (OBS Gallery)	
17:30	17:00 Orientation (Big School)		17:30 Home groups (Classrooms and Kemp)		
18:00	17:30 Home groups (Classrooms and Kemp)				
19:00	18:00 Welcome talk (Big School)	18:00 Annual General Meeting (AGM) (Cawthorne)	18:00 Badminton (Sports Centre)	18:00 Yoga (OBS Gallery)	
20:00	20:00 Tennis (TBC) (Sports centre)	20:00 Quiet hands (Big School)	20:00 Entertainment Evening (Big School)	20:00 Yoga (OBS Gallery)	
21:00	21:00 Quiet Hands (Big School)				
	21:30 Sparklies in the dark (OBS Gallery)				