

EVERY GENERATION HAS ITS PANIC!

YESTERDAY IT WAS... TODAY IT'S...

REEFER MADNESS!



YOUTH TURN TO
CRIME AND
DEBAUCHERY!

SEE
WHAT HAPPENS
WHEN YOU
PUFF!

VIDEO NASTIES!



VIOLENCE!
CORRUPTION!
BEYOND THE
PALE!

NOT FOR
THE WEAK!

SATANIC PANIC!



RPGS!
SUBLIMINAL
MESSAGES!
DEVIL WORSHIP!

IT'S ALL PART
OF THE
PLAN!

NOW...

DANCING WITH AI

WILL CAUSE YOU

BRAIN ROT!



MEMORY
LEAKAGE!

ATTENTION
DESTROYED!

ORIGINAL
THOUGHTS
DELETED!

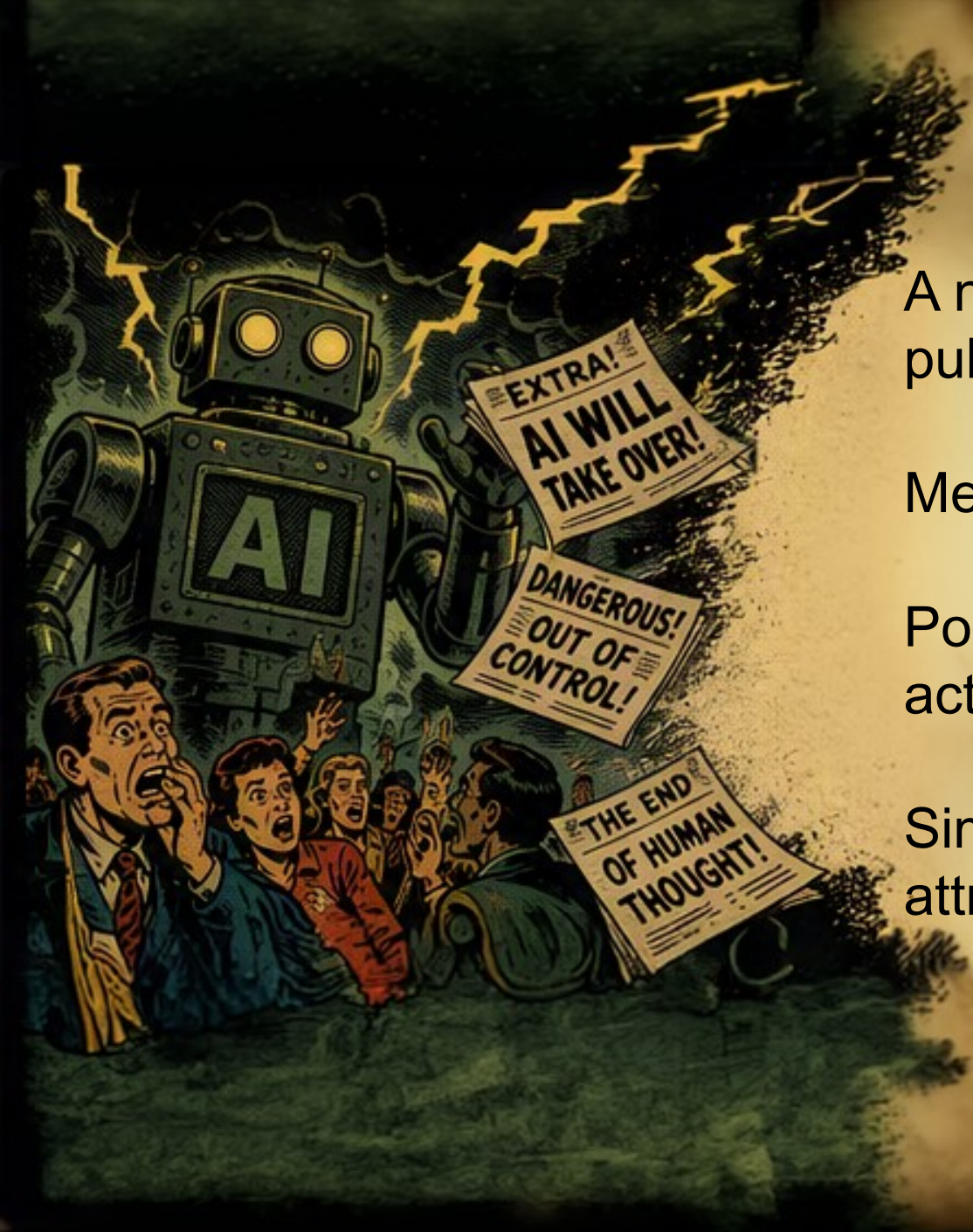
STARE! SWIPE!
OBEY!
DANCE!
DECAY!

DON'T THINK FOR YOURSELF! DON'T QUESTION! JUST PANIC!

BROUGHT TO YOU BY THE COMMITTEE FOR KEEPING KIDS AFRAID OF EVERYTHING!

A PUBLIC SERVICE
ANNOUNCEMENT
FROM PEOPLE WHO
PROBABLY DON'T
UNDERSTAND IT EITHER.





A new phenomenon appears.
public anxiety increases.

Media amplification occurs.

Political pressure demands
action.

Simplified solutions become
attractive.

Why this matters to us



Current anxiety about technology echoes older moral panics.

Restrictions often expand beyond the original concern.

For many neurodivergent people, technology is not optional, it is access.

Blunt bans risk removing tools needed for communication and participation.



Autistic people and the early digital culture

Early computing and the internet lowered barriers to communication.

Predictable systems and written interaction created new opportunities.

Online networks helped autistic people organise, advocate, and share knowledge.

Digital spaces enabled participation across national and institutional boundaries.



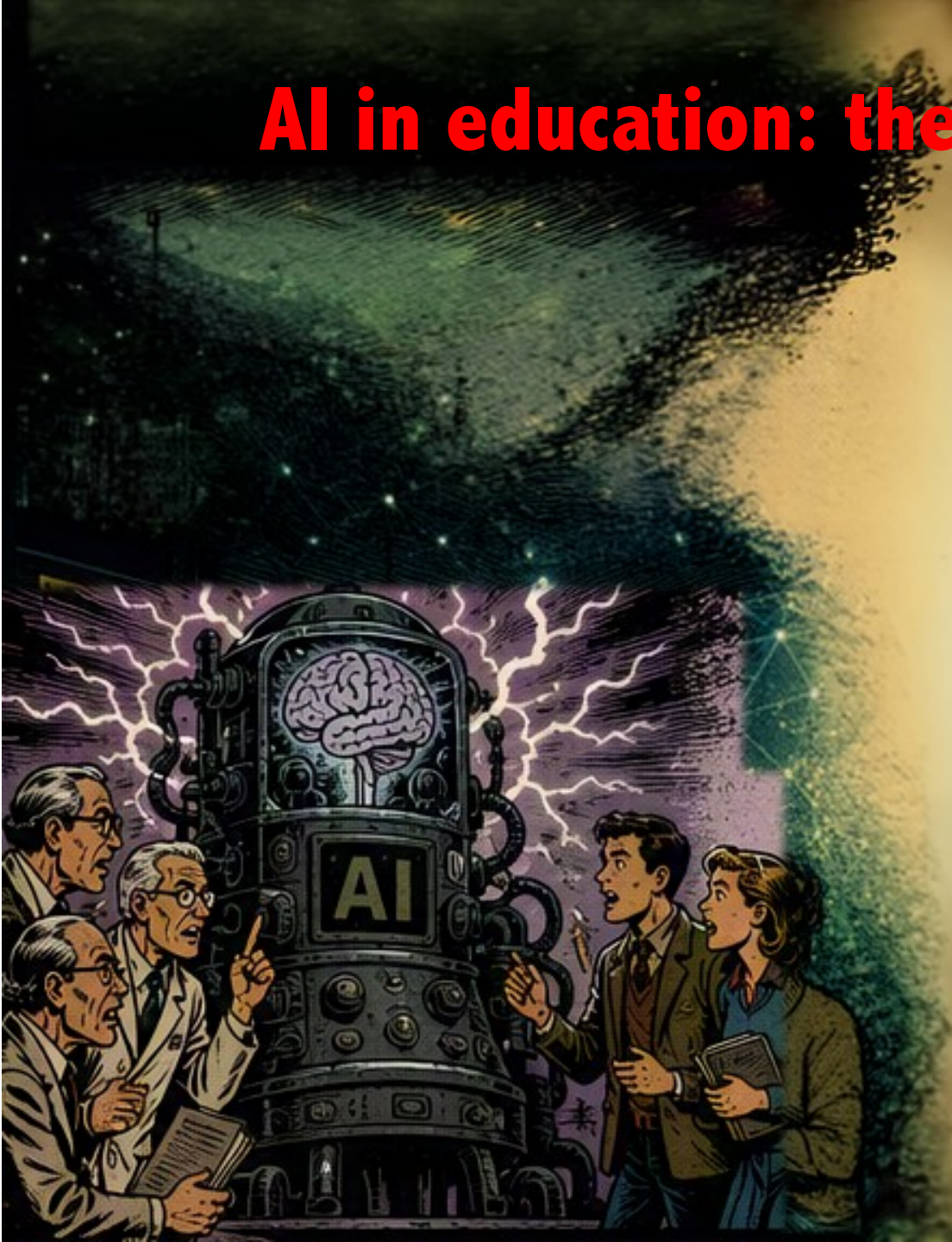
AI in education: the key tension

AI can be framed as an equaliser for disabled and neurodivergent scholars.

It can also be framed as a threat to academic integrity.

The real issue is not simply use versus misuse.

Educators need ethical guidance that protects both inclusion and trust.



YESTERDAY'S TERRORS... TODAY'S TOOLS.



Lessons from earlier technologies

Typewriters, word processors, laptops, spellcheckers, and AI have all been treated with suspicion.

Tools first seen as unfair advantages often later become ordinary practice.

Disabled people are asked to justify access before others take the same tools for granted.

History helps us avoid repeating the same exclusionary pattern.

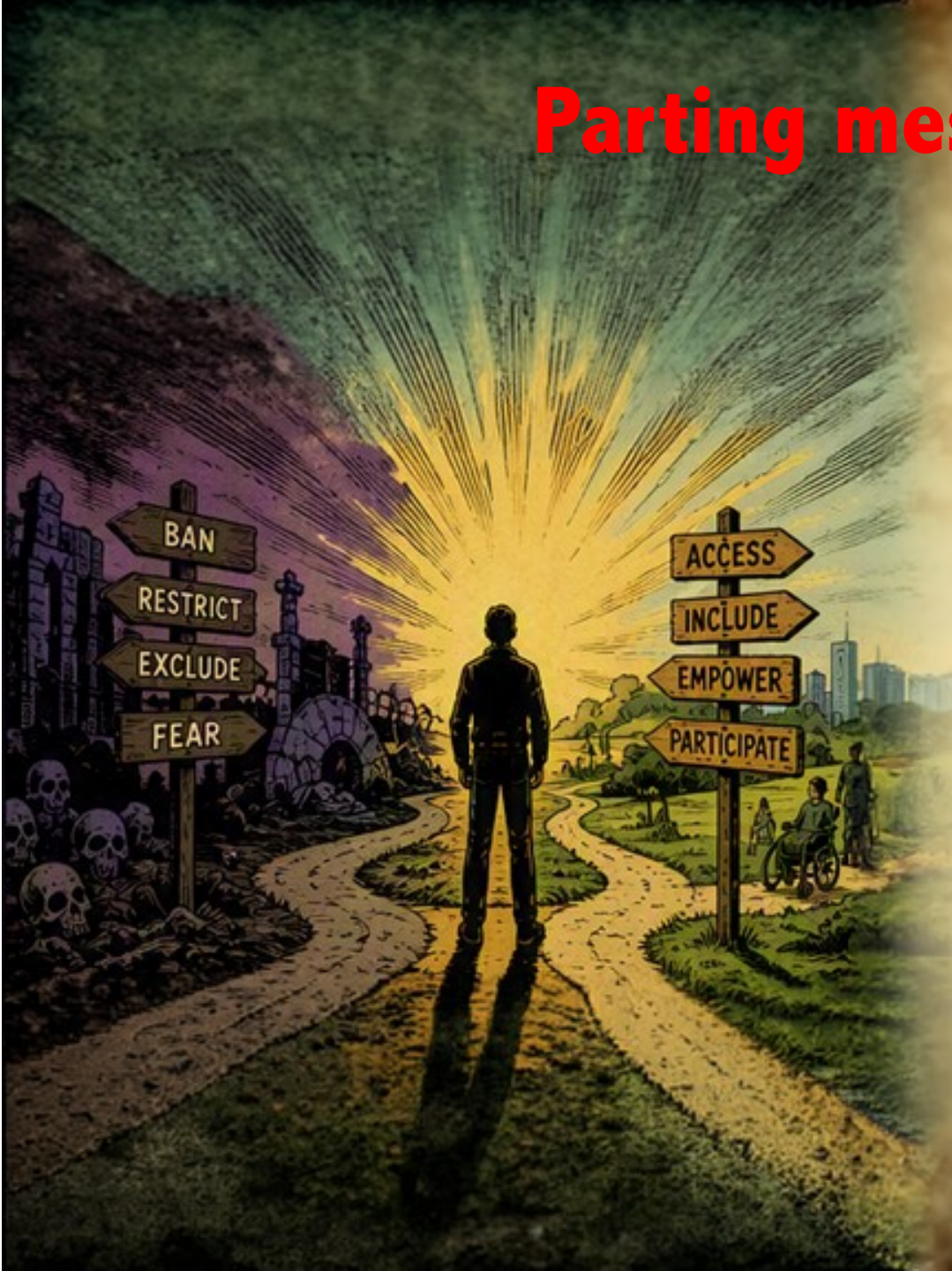
Parting message

Access to technology is a disability justice issue.

Safety and academic integrity matter, but so does access.

Ask: who is harmed when access is removed?

We must argue against policies that create a neurological underclass.



Sources:

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