



## An Invitation for Contributions

Desiring Autism and Neurodivergence in Education: Decolonial, Intersectional, Critical, and Creative Perspectives

### Invitation to Submit Articles, Artwork, and Stories

(A plain language glossary appears at the end of this document, or you can click [here](#) or navigate to [www.restoryingautism.com/glossary](http://www.restoryingautism.com/glossary) to see the glossary online)

The Re•Storying Autism in Education project is inviting submissions of articles, artwork, and/or stories for a book called *Desiring Autism and Neurodivergence in Education: Decolonial, Intersectional, Critical and Creative Approaches*. This book will examine the ways in which ableism and settler colonialism impact Autistic and other neurodivergent people's experiences with education. The book will also include suggestions from authors about how to improve Autistic and other neurodivergent people's experiences in school. The selected contributions will become one of several chapters included in a book and online text that educates readers about the importance of neurodiversity.

*Desiring Autism and Neurodivergence in Education: Decolonial, Intersectional, Critical and Creative Approaches* will include contributions by scholars, activists, and artists. The book will centre experiences and ideas related to Autistic and disability justice, self-advocacy, parent advocacy, rural and urban experiences, Indigenous experiences, critical educator or practitioner experiences, and Autistic experiences from around the world. The Re•Storying Autism editorial team will prioritize submissions written by or that centre Autistic and other neurodivergent people's lived experiences.

Below, we have written some ideas and suggestions about what kind of submissions we would like to include.

### Areas of Impact

Ableism and settler colonialism impact Autistic and other neurodivergent people's experiences in many areas. Four potential areas you could discuss in your submission are:

- **Research:** What researchers and professionals think, ask, and teach about Autistic and other neurodivergent people.

- **Context:** How Autistic and other neurodivergent people are thought of and treated in general.
- **Policy:** The rules that educators are expected to follow when teaching Autistic and other neurodivergent students and how to make them better.
- **Practice:** How educators teach and interact with Autistic and other neurodivergent students; how to give students what they need.

## **Our Main Focus: Solidarity, Understanding, and Justice**

We are interested in receiving articles, art pieces, and stories that contain perspectives about building the following:

1. Solidarity between groups who seek to improve education for Autistic and other neurodivergent people but who sometimes experience tension when deciding on the best ways to improve that education. Examples of these groups include:
  - Autistic adults advocating for themselves versus non-Autistic parents advocating for autistic children
  - Institutional practices (e.g., Individual Education Plans) versus Family hopes and desires
  - Teachers versus Administrators (e.g., Principals, Superintendents)
2. Understanding the diversity within Autistic people's educational experiences. Examples of this diversity include (but are not limited to):
  - Urban and rural Autistic experiences in education
  - *BIPOC (Black, Indigenous and People of Colour)* Autistic experiences related to multiple layers of discrimination and the school-to-prison pipeline
  - Indigenous Autistic experiences that differ from Western understandings of Autism
  - Autistic non-speakers' experiences with curriculum designed for Autistic people who use vocal language
  - Intersectional experiences that include neuroqueer experiences, race, gender and sexual diversity and other
  - Experiences with multiple disabilities
3. Justice for Autistic students, especially through neurodiversity-affirming approaches to education. Examples of these approaches include (but are not limited to):

- Autism as a difference rather than a deficiency
- New and different ways of understanding Autistic experiences of all kinds
- Questioning the myths of functioning levels defined as “high” and “low” or “mild” and “severe”
- Alternatives to seclusion, restraint, and expulsions for safety in educational spaces
- Alternatives to behavioural approaches to education
- The importance of resistance to ableism communicated in a variety of ways
- Pathways to postsecondary education
- Amplifying Indigenous ways of knowing in relation to Autistic experiences
- Authentic listening to Autistic lived experiences to inform policy and practice
- Ethics of education and practice (e.g., issues related to consent, exclusion, autonomy, etc.)

## Submission Process

Send a 250–300-word summary (or alternate format such as a video or audio recording) of your proposal and current CV or resume to Patty Douglas [douglas.patricia@queensu.ca](mailto:douglas.patricia@queensu.ca) by **September 15<sup>th</sup>, 2023**. Questions about submissions can also be sent to this email.

Final submissions will be peer-reviewed (read by at least 2 researchers), including an initial review by the editorial team. You will be contacted with a decision about whether your submission will be considered for the book by October 15<sup>th</sup>, 2023.

Please note that acceptance to this call for papers does not guarantee inclusion in the final publication.

**Full submissions are due September 15<sup>th</sup>, 2024.** Chapters should be between 3,000 to 6,000 words, including all notes and references.

We are planning to apply for funding to sponsor authors and artists to a 2-day Symposium, tentatively planned for June 2024 at Queen’s University in Kingston, Ontario, and titled *Desiring Autism and Neurodivergence in Education*. There will be opportunities to attend virtually or in person.

The final book will include a traditional text-based format as well as an online multimedia format that can incorporate text, video, image, sound, and other types of works. If your work is chosen, our team will be available to help you make your work fully accessible, including ASL, audio descriptions, captions, sensory and other accessibility.

We are communicating with publishers (such as McGill-Queen's University Press and University of Manitoba Press) who have interest in the book, focus on decolonizing and Indigenous books and are interested in work on Autism and neurodivergence.

## Glossary

**Ableism** means *negative ideas and actions that devalue disabled people*.

**Settler colonialism** means uninvited people invade a land and take over control of all the resources and rules.

**Neurodivergent** means people who feel and sense the world in ways that are different from what is expected. This includes autism, ADHD, mental health labels, learning disabilities and more.

**Neurodiversity** is a word that describes how all people think and feel in unique ways.

**Decolonizing** means valuing the worldviews of Original Peoples and returning land and water that was stolen.

**Intersectional** means we have more than 1 identity. For example, we might identify as Black and disabled. This term comes out of Black feminist thinking and activism.

**Solidarity** means working together for change and justice for all people in ways that also respect our differences.

The **school to prison pipeline** means that Black, disabled, and other marginalized students are streamed into lower quality education and disciplined instead of understood at school. This often leads to leaving school, unemployment, and prison.

## About the Editorial Team

**Stephen Connolly** teaches and researches about affirming approaches to Autism at Sheffield Hallam University in England. He focuses on Autism, inclusive education, and University life through involving Autistic people in research with the goal of making life and school better.

**Vijaya Dharan** is a researcher and director (academic programs) at Massey University in the Institute of Education in Aotearoa New Zealand. Her research interests are in the field of Autism, inclusive education, and student (dis)engagement. She is a registered psychologist and a registered teacher.

**Patty Douglas** (she/they) is a research leader in disability studies at Queen's University in Kingston, Ontario (Chair in Student Success and Wellness and Disability Studies). Her research focuses on rethinking autism, disability, care, and education in affirming and justice focussed ways through the arts and story. [www.restoryingautism.com](http://www.restoryingautism.com)

**Jan Hastie** (Iwi (Tribe): *Ngati Ranginui*) is a leader in the Social Work program at Toi Ohomai Institute of Technology, in Rotorua, Aotearoa (New Zealand). She works to decolonize research associated with *tōnā anō Takiwātanga (Autism)* through *matauranga wāhine* (Māori women's) knowledge.

**Claire Johnston** is a citizen of the Red River Métis Nation and a beadwork artist who lives on the lands of their ancestors in Treaty 1 Territory, also known as Winnipeg, Manitoba, Canada. Claire wants to create spaces for young Autistic, Disabled, and Queer Indigenous people to proudly be themselves, explore their gifts, and create kin.

**Nancy Marshall** is a Child and Youth Worker (CYW) and Registered Social Worker (RSW) with a background in supporting autistic children, youth, and families with neuro-affirming approaches to care and wellbeing. Nancy is completing her PhD in the Faculty of Education at York University, Canada on the wellbeing of autistic people from the perspectives of lived experience.

**Carla Rice** (she/her, they/them) is a research leader (Tier I Canada Research Chair in Feminist Praxis and Social Justice) at the University of Guelph. She researches in social justice and the arts and founded and leads Re•Vision: The Centre for Art and Social Justice (<https://revisioncentre.ca>).

**Dorothy Taare-Smith** (Tribal affiliation: Ngāti Porou, Te Aitanga a Hauiti) lives in Gisborne, Aotearoa/New Zealand. Dorothy educates families about affirming Māori approaches to Autism, or Takiwātanga, and directs the Taonga Takiwātanga Trust. Dorothy is currently enrolled at Te Herenga Waka – Victoria University of Wellington completing her Professional Doctorate in Health studies.

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