

Chao Ying

Prof. Jodie S. Brown

English 101

11 May 2018

Discrimination of People with Autism

Outline

I. Introduction

- A. Hook: Story of a mother whose autistic child could not be admitted to preschool because the teacher wanted her “normal” children settle first.
- B. Background: Research evidence and personal experiences shows people with autism are discriminated.
- C. Thesis: Even though people with autism a discriminated because they show inappropriate social behaviors, demand more attention, and may be insensitive to other peoples’ emotions, the society should understand them and help them realize their potential. Showing understanding and appreciating rather than discriminating people with autism will help them feel a part of the society. Fighting stereotypes that people with autism face daily will help the society to understand them, improve their self-confidence, and help them realize their potential in life.

II. First Section: Defining Autism

- A. Define autism

- B. Prevalence of autism
 - C. Explain how society misinterpret autism leading to discrimination
- III. Second Section: Institutional Discrimination
- A. Body 1:
 - 1. T.S. Autistic children are discriminated at school and other learning institutions.
 - 2. X: “I was told by the deputy principle that my 4 years son shouldn’t be entering preschool until term 3 or even term 4... I had his preschool teacher, very rudely comment that it would be better for her because she needs to settle her *normal* children into preschool, she has another special need child attending her class and from what i know there is no issue for that child to attend in term 1” (Mitcore, 2010).
 - B. Body 2:
 - 1. T.S.: People with autism are also discriminated in the labor market.
 - 2. X.: “less than 10% of autistic people are employed... Autism-Europe puts that number at between 10 and 24% of employed adults with the disorder.” (European Union).
- IV. Third Section: Society Misunderstands Autism
- A. Body 1:
 - 1. T.S.: People with autism are discriminated because they exhibit symptoms not common with other members of the society.

2. X: “Because of the shortcomings they may display in social interaction and other fields they are often considered ‘inadequate’ for regular employment and are therefore reduced to further social exclusion” (European Union).
3. X: “A common misconception around autism is that it is inextricably linked to intellectual disability” (Nikki).

B. Body 1:

1. T.S.: Autistic individuals are not disabled but they are abled differently
2. X.: “In each of Asperger's three cases, there was mention of some special talent or ability, a Sonderinteresse (p. 90). Fritz, Harro and Ernst all did sums in a precocious way, two of them with methods of their own device. With other boys Asperger had seen calendar calculating, memorizing tram schedules and one boy with a gift for mathematics who went on to study mathematics and wrote a dissertation on a calculation error in the work of Newton” (Draaisma 1476)
3. X: "A sort of intelligence scarcely touched by tradition and culture --- unconventional, unorthodox, strangely pure and original, akin to the intelligence of true creativity" (Sacks, 252-253).

C. Body 2

1. T.S.: People with autism are wrongly diagnosed on implied social biases
2. X.: “Indeed, it may be that although implicit social biases (at least, as measured by the IAT) remain largely intact in ASD, their downstream integration with other processes leads to atypical social decision-making in the real world” (Birmingham, Stanley, Nair & Adolphs 1705).

- D. Body 3

- V. Fourth Section: Helping people with Autism reach their potential
 - A. Body 1
 - 1. T.S.: Little attention is paid to the need of autistics throughout lifespan and there are few programs aimed at improving their life outcome.
 - 2. X: “The parents suggested that this was especially problematic given that ASD does not have any physical markers, and in the absence of an intellectual disability, there was an assumption that their children required little or no assistance” (Thompson, Bolte, Falkmer, & Girdler e0194758)
 - B. Body 2
 - 1. T.S.: The society does not have to show pity to people with autism, but rather appreciate and support them.
 - 2. “Autistic people are human beings; genetically and neurologically distinct, but thinking and feeling people with strengths and challenges outside of average and divergent intuitive learning and communication styles” (Nikki).
 - 3. X: Paraphrase of “The Curious Incident of the Dog in the Night-Time”, where Christopher is pitied by the society but he goes on to accomplish great things that others have not accomplished.
 - C. Body 3
 - 1. T.S.: People with autism will reach their potential if there are good social structures to nurture their talents.

2. X: "People with autism can be productive members of society if we provide them with proper support and understanding" (European Union).

3. Body 3

VI. Conclusion

- A. Rephrase the thesis statement: In summary, people with autism are discriminated because they show inappropriate social behaviors, demand more attention, and may be insensitive to other peoples' emotions, but they would benefit more and achieve their full life potential.
- B. Recap major points: definition, institutional discrimination, societal misunderstanding, and how to help them
- C. So what? The autistics are just like any other member of the society who deserve appreciation and not discrimination, understanding, and respect to help them realize their life potential

Work Cited

- Birmingham, Elina, Stanley Damian, Nair Remya, & Adolphs Ralph. "Implicit Social Biases in People with Autism." *Psychological Science*, vol. 16, no. 11, 2015, pp. 1693-1705.
- Draaisma, Douwe. "Stereotypes of Autism." *Philosophical Transactions By the Royal Society of Publishing*, vol. 36, no. 1522, 2009, pp. 1475-1480.
- European Union. "People with Autism Face Prejudice and Barriers on the Labor Market." <https://www.eesc.europa.eu/en/news-media/news/people-autism-face-prejudice-and-barriers-labour-market>. Accessed 5 April 2018.
- Haddon, Mark. 2003. *The Curious Incident of the Dog in the Night-Time*. Doubleday Publishers.
- Mitcore. "Should my son be discriminated from preschool because of Autism?" *Riot Act*, 6 February 2010, <https://the-riotact.com/should-my-son-be-discriminated-from-preschool-because-of-autism/18187>. Accessed 12 May 2018,.
- Sacks, Oliver. 1995. *An Anthropologist on Mars: Seven paradoxical tales*. NY: Vintage Books.
- Stevenson, Nikki. "Autism Doesn't Have To Be Viewed As A Disability Or Disorder." *The Guardian*, 16 July 2015, <https://www.theguardian.com/science/blog/2015/jul/16/autism-doesnt-have-to-be-viewed-as-a-disability-or-disorder> . Accessed 5 April 2018.
- Thompson, Craig, Bolte Sven, Falkmer Torbjorn, & Girdler Sonya. "To be understood: Transitioning to adult life for people with Autism Spectrum Disorder." *PLoS ONE*, vol. 13, no. 3, 2018, pp. e0194758.