

# Guide to Autism

For Church members



# Disclaimer

This guide is intended for educational and informational purposes only, aimed at informing church ministers about specific neurodiversity conditions. It is not meant to provide medical advice. For medical concerns or advice, please consult a healthcare professional.

# Public Draft

I consider this document to still be in public draft form. If you have an feedback to the guide, please contact me at [glen@staidans.org.au](mailto:glen@staidans.org.au).

# Contents

Introduction	3
Understanding Autism Language Preferences	3
Explanations:	4
Understanding the Term "Spectrum" in Autism Spectrum	7
Dispelling Misconceptions	7
Joys and Talents	9
Impact on Individuals	11
Impact on Family Life	13
Barriers to Church Participation	14
The History of Naming Autism	17
Glossary of Terms	19

## Document Information

Author: Rev Glen Wesley  
Version: 1.0 A5 Booklet  
18 October 2024  
Revision: Q1 2025



# Introduction

This guide offers a comprehensive look at autism, with the aim of educating church ministers and members about the condition in a respectful and inclusive manner. It discusses language preferences, dispels common misconceptions, and highlights the unique strengths and challenges faced by individuals with autism. The guide also emphasises the impact on individuals and families, addresses barriers to church participation, and explores the evolution of autism-related terminology. Throughout, the focus is on promoting understanding and inclusivity within church communities.

## Understanding Autism Language Preferences

When talking about Autism, it's important to use words that the neurodiverse community is comfortable with. Many people on the autism spectrum prefer to view their autism as a part of their identity, not as a disorder. This viewpoint is about accepting and embracing who they are, not what they have.

At St Aidan's, we must choose words that respect these preferences carefully. Instead of "autistic spectrum disorder," we use "autism." when talking about someone who is autistic, we must use identity-first language; that is, we say someone "is autistic" rather than "has autism". The choice of these words helps show respect and support for how individuals on the autism spectrum see themselves. Using this language, we aim to create respectful, inclusive, and empowering content for the autism and neurodiverse community.

# Explanations:

## Simplified:

Autism spectrum disorder (hereafter called autism) is a brain development condition that affects how a person interacts socially, communicates, and behaves. People with autism might have habits they repeat often and can focus intensely on things they're really interested in. Their brains work differently, impacting how they process information. autism varies a lot from person to person, both in the kinds of characteristics they have and how strong these symptoms are. Medical specialists diagnose autism by looking at how a person behaves and how they've developed over time. Treatments like behaviour therapy are usually tailored to each person's needs. autism doesn't have one clear cause, but it's thought that both genetics and environment play a part.

## Easy Read:

Autism is a condition that changes the way people talk, act, and behave with others. People with autism might do the same things over and over and really like certain things a lot. Their brains work differently, affecting how they understand and process things. Everyone with autism is different - some might have small challenges, while others might have bigger ones. Doctors figure out if someone has autism by watching how they act and learning about their development. There's no one cure for autism, but there are ways to help, like therapy and learning new skills, that are chosen based on what each person needs. Scientists don't know exactly why people have autism, but they think it has to do with both genes and things in the environment.

## Technical:

Autism, a multifaceted neurodevelopmental condition, presents a collection of characteristics that diverge from neurotypical

development, particularly in areas of social interaction, communication, and behavioural patterns. This condition, residing on a spectrum, showcases a broad range of manifestations, underscoring the individuality of each person's experience. The term 'spectrum' is pivotal, highlighting the diverse and unique profile of each individual with autism.

### **Neurological Underpinnings:**

At the core of autism are distinct neurological variations that significantly impact brain development and function. These differences are predominantly observed in regions of the brain responsible for processing social information and sensory inputs. The manner in which neurons connect and the functioning of synapses are critical factors in understanding certain conditions and phenomena. This divergence in neural pathways and synaptic activity is thought to contribute to the distinctive ways individuals with autism perceive and interact with the world.

### **Sensory Processing and Integration:**

Many individuals in the autism spectrum experience atypical sensory processing. This can manifest as hypersensitivity or hyposensitivity to sensory stimuli, ranging from auditory and visual inputs to tactile sensations. Such sensory processing differences can profoundly affect daily experiences, influencing comfort levels in various environments and impacting social interactions.

### **Social Communication and Interaction:**

One of the hallmark characteristics of autism is a divergence in social communication and interaction. This may include differences in understanding and using non-verbal cues, such as eye contact, facial expressions, and body language. There can also be challenges in developing, maintaining, and understanding relationships. It's crucial to note that these differences are not indicative of a lack of interest in

social interactions but rather a distinct way of experiencing and engaging in them.

### **Behavioural Aspects:**

Behaviourally, autism is often characterised by repetitive actions or routines, which can provide comfort, structure, and a way of managing sensory input. Some individuals may have focused interests or hobbies, engaging with them in depth. It's important to recognise these behaviours and interests as integral parts of an individual's identity and coping mechanisms, rather than mere symptoms to be treated.

### **Diagnosis and Intervention:**

Diagnosis of autism is primarily observational, focusing on developmental history and behavioural patterns. There's an emphasis on early identification to provide support tailored to the individual's needs. Interventions can include behavioural therapies, skill-building activities, and various support mechanisms, all of which are most effective when personalised.

### **Etiology (Cause):**

The etiology of autism is complex, with no single known cause. Current understanding suggests a combination of genetic and environmental factors. Genetic research indicates a multitude of genes, each contributing a small effect, combined with potential environmental influences during early brain development.

### **Summary:**

In summary, autism is a deeply individual experience, influenced by a tapestry of neurological, sensory, behavioural, and environmental factors. Embracing this diversity not only enriches our understanding but also fosters a more inclusive and empathetic society.

# Understanding the Term "Spectrum" in Autism Spectrum

The “spectrum” nature of autism means that every autistic person has their own unique set of characteristics, abilities, and challenges. This can include variations in social communication, sensory sensitivities, interests, cognitive function, and ways of interacting with the world.

By using the term "spectrum," we acknowledge that autism is not a linear or fixed condition; it's dynamic and individualised. Some people on the spectrum might have strong verbal communication skills, while others might communicate in different ways. Sensory experiences vary greatly – some might be highly sensitive to sensory inputs like sounds or textures, while others might seek these sensations. The spectrum concept encourages a more personalised and nuanced understanding of each autistic individual. This understanding is key to providing appropriate support and recognising each person's unique place on the autism spectrum.

## Dispelling Misconceptions

Misconceptions of autism are deeply embedded in society and have had a deeply stigmatising and detrimental effect on people living with it and their families. Understanding and actively dispelling these misconceptions is important to being inclusive of Autistic people.

**Everyone is on the autism spectrum:** The Spectrum in Autism Spectrum Disorder refers to the range of impacts an autistic person's brain variation causes. **It does not refer to the spectrum of human variation.** Saying "everyone is on the spectrum" oversimplifies these differences and diminishes the real struggles that autistic individuals face. Autism involves unique challenges that go beyond typical

variations, impacting how a person experiences and interacts with the world.

**Looking Autistic:** One common misconception about Autistic people is that they have a distinct physical appearance. However, it is important to note that autism is a neurological condition that does not have any unique physical traits or markers. This means that individuals with autism may look just like any other person, making it crucial to focus on understanding their unique cognitive and behavioural characteristics instead of relying on physical appearance as a basis for diagnosis or understanding.

**Childhood Condition:** Autism is a lifelong condition that individuals do not "grow out of" or "recover" from, and it is not curable. Rather, it is a neurodevelopmental disorder that persists throughout the entirety of a person's life, from childhood to old age, impacting their social interaction, communication, and behaviour.

**Hyperfocus Myth:** There's a misconception that people on the Autistic spectrum can only focus on their obsessions or areas of special interest. While it's true that some may exhibit hyperfocus in specific areas, this doesn't mean they are incapable of focusing on other tasks or subjects. This stereotype overlooks the diverse capabilities and interests of those with autism.

**Lack of Emotion:** Individuals on the autistic spectrum often experience emotions intensely; however, they may express them in ways that differ from societal expectations, leading to the misconception that they lack emotions or empathy.

**Intellectual Disability:** While some individuals on the autism spectrum might have intellectual challenges, many have average or above-average intelligence, debunking the myth that Autism inherently involves intellectual disability.



**Anti-Social:** The perception that individuals on the autism spectrum are anti-social is a misconception; they often desire social interaction but may struggle with conventional social norms or communication methods.

**Unchangeable:** Contrary to the belief that autistic characteristics are unchangeable, many individuals develop coping strategies and skills over time, especially with appropriate support and interventions.

**Caused by Vaccines:** Despite widespread misinformation, scientific research has consistently shown no causal link between vaccines and the development of autism.

**Same Characteristics for Everyone:** Autism is a spectrum disorder, meaning its symptoms and their severity can vary significantly among individuals, negating the idea of a uniform set of symptoms. Additionally, many, but not all, on the autism spectrum have co-occurring conditions like ADHD, anxiety or depression.

**Lack of Talent or Skill:** It is quite the opposite. Autistic people often have unique talents and skills that contribute greatly to society and family life. People on the autism spectrum can be doctors, politicians, firefighters, nurses, builders, teachers, artists, musicians, religious ministers, and you get the point. It is quite likely that you know more autistic people than you realise.

## Joys and Talents

Autistic people often bring unique, diverse capabilities and contributions to various aspects of life, including community and workplace environments.

**Exceptional Memory:** Some individuals on the autism spectrum have an extraordinary ability to remember specific details and facts,

sometimes spanning back years, making them exceptional at tasks requiring recall.

**Intense Focus:** Their ability to intensely focus on areas of interest allows for deep exploration and understanding, often leading to expertise and a profound knowledge base.

**Unique Problem-Solving:** The unique cognitive processing of autistic individuals can lead to innovative and creative solutions, diverging from typical approaches and offering fresh perspectives.

**Creativity:** They may excel in artistic pursuits, often highly imaginative, bringing originality and a distinct style to creative endeavours.

**Honesty and Reliability:** Known for their straightforward communication, they often bring a level of honesty and integrity to refreshing and sincere interactions.

**Passion for Interests:** Their deep and focused interests can lead to a wealth of knowledge and skills in specific areas, sometimes turning into expertise or specialised talents.

**Attention to Detail:** Meticulous and thorough, many excel in tasks that require a keen eye for detail, ensuring accuracy and precision.

**Loyalty and Dedication:** Demonstrating a strong sense of loyalty and commitment, especially towards people and topics they are passionate about.

**Systematic Thinking:** Excelling in logical and structured thinking, they often thrive in environments and tasks that require systematic analysis and methodical planning.

**Unique Perspective:** Bringing a unique viewpoint to situations, their thought processes can offer new insights and ways of seeing the world.

**Resilience:** Displaying remarkable resilience in the face of challenges, they often develop coping strategies that enable them to navigate complex situations.

## Impact on Individuals

Understanding the diverse impact of autism on individuals is crucial for providing appropriate support and accommodations for them. It's crucial to acknowledge that experiences of autism vary significantly among individuals. Each person's interaction with their environment and their sensory processing can differ greatly.

**Sensory Processing Nuances:** Autistic individuals often experience sensory sensitivities in unique ways. For some, certain environmental stimuli can be overwhelming, such as loud noises, bright lights, or particular textures. This sensitivity can lead to discomfort or anxiety, significantly influencing their daily experiences and preferences.

On the other hand, many autistic people also actively seek out specific sensory inputs that are comforting or satisfying. This can manifest as "stimming" behaviours, like hand-flapping, rocking, or humming, which help in managing sensory overload or provide a sense of calm. Recognising and accommodating both aspects of sensory processing – sensitivity to certain stimuli and the need for stimming – are essential in creating supportive environments for autistic individuals.

**Communication Styles:** Communication among autistic people can vary widely. Some might use non-verbal methods, while others prefer direct and literal speech. Understanding and respecting these differences is key to effective communication.

**Social Interaction Complexities:** Engaging in social activities can be challenging for autistic individuals due to difficulties in interpreting

social cues or adhering to typical social behaviours. This can sometimes result in misunderstandings or feelings of isolation.

**Routine and Predictability:** A preference for routine and predictability is common. Unexpected changes can cause anxiety or discomfort, underscoring the need for clear and consistent routines.

**Intense Interests:** Autistic individuals often have intensely focused interests, which can be sources of joy and expertise. Recognising and valuing these interests is important, as they can contribute to personal fulfilment and skill development.

**Executive Functioning:** Challenges with executive functions, such as organising, planning, and multitasking, are common. Providing support in these areas can significantly enhance daily functioning and independence.

**Emotional Regulation:** Regulating emotions can be a challenge, potentially leading to intense emotional responses. Understanding and supporting autistic individuals in developing effective emotional regulation strategies is crucial.

**Navigating Social Norms:** Autistic individuals have a unique way of processing social information that differs from typical societal expectations, sometimes leading to misunderstandings. It is crucial to foster an environment of acceptance and flexibility towards various social approaches. By embracing diverse social behaviours and communication styles, we can create inclusive spaces that allow autistic individuals to interact in ways that are most comfortable and natural for them. This approach not only benefits autistic individuals but also encourages empathy, diversity, and a broader understanding of human interactions.

**Need for Individualised Accommodations:** Tailoring accommodations and strategies to the unique needs of autistic individuals is vital. This can include modifications in communication methods, environmental adjustments, and the use of technology and support in daily tasks.

## Masking: Why It Happens and Its Long-Term Effects

Masking is the act of hiding or suppressing neurodiverse traits to fit in with societal expectations. Many neurodiverse individuals, particularly those with Autism or ADHD, feel pressure to conform to neurotypical behaviours, such as maintaining eye contact or engaging in small talk. This masking allows them to avoid social stigma, **but it comes at a cost.** Long-term masking can lead to exhaustion, heightened anxiety, and even depression, as individuals constantly navigate a world where they feel they cannot be themselves. Encouraging an environment where people can express their authentic selves without the need to mask fosters mental well-being and genuine inclusion.

## Impact on Family Life

Autism brings some unique challenges to family life. Remember that it is not always the children that are autistic in a family; it may be a parent or both.

**Adapting to Unique Needs:** Families often have to significantly and constantly adjust their routines to cater to the specific sensory, communication, and behavioural needs of an autistic family member. This can include modifying the home environment, daily schedules, and family activities to ensure comfort and safety. This becomes especially complex when multiple family members and generations are on the

autism spectrum or live with co-occurring neurodiversity or mental health needs like ADHD, anxiety, or compulsive behaviours.

**Communication Challenges:** Effective communication can be a major hurdle, as families may need to learn and use alternative methods like visual aids, pictorial exchange or sign language to interact with their autistic family members. This can have a significant impact on family communication, as well as communication in social, employment and educational settings.

**Emotional Impact:** The emotional toll on all family members, both neurodiverse and neurotypical can be considerable, often involving stress, anxiety about the future, and a constant search for appropriate education, resources, and support. Having multiple family members with neurodiversity can compound the impact.

**Social Dynamics:** Family members who are neurotypical may feel overshadowed or neglected due to the attention and care required by the Autism family member. This can affect their social development and family relationships. Parents often face the challenge of balancing the needs of all their children while managing the complex dynamics that Autism brings into family life.

## Barriers to Church Participation

### Sensory Sensitivities

Individuals on the autism spectrum often experience heightened or reduced sensory sensitivities, making typical church environments challenging. The varying sound levels, from music to congregational responses, alongside fluctuating lighting and crowded spaces, can be overwhelming or discomforting. These sensory experiences can affect their ability to participate in church activities, as they may find the environment distressing or distracting. Understanding and

accommodating these sensory needs is crucial for creating a more accessible and comfortable church experience for autistic congregants.

## Social Interaction

Social interactions in church settings, such as group activities, fellowship gatherings, and the general expectation of social engagement, can be daunting for autistic individuals. Challenges in interpreting social cues, understanding non-verbal communication, and engaging in small talk are common. The pressure to conform to social norms in these settings can lead to feelings of anxiety and alienation. Recognising these social challenges and fostering a welcoming environment where varied social interactions are accepted can enhance the church experience for autistic members.

## Communication Variations

Communication differences present a significant barrier in church settings for many on the autism spectrum. The use of abstract, symbolic, or metaphorical language in religious teachings and hymns can be difficult to interpret for those who prefer literal and direct communication. Additionally, some autistic individuals may be non-verbal or rely on alternative forms of communication, making typical verbal interactions challenging. Acknowledging and adapting to these communication variations can make church services more inclusive and accessible.

## Need for Routine and Predictability

Routine and predictability are often vital for autistic individuals, helping them navigate social and environmental challenges. The unpredictable nature of church activities, such as changes in service format, varying event schedules, or unexpected social interactions, can cause significant anxiety and discomfort. Providing a consistent and predictable church environment can greatly aid in reducing anxiety and

enhancing the participation of autistic congregants in religious activities.

## Executive Functioning Challenges

Autistic individuals often face challenges with executive functioning, impacting their ability to engage in church activities. Difficulties in planning, organising, and following complex instructions can make it hard to participate in services, group discussions, or church-related events. These challenges can lead to feelings of frustration or exclusion. Understanding and accommodating these executive functioning needs can improve the church experience for those on the autism spectrum.

## Sensory Processing and Emotional Regulation

Many autistic individuals process sensory information and regulate emotions differently. In a church setting, overwhelming environments or complex social interactions can lead to intense emotional responses, such as anxiety or the need to withdraw. Recognising and responding to these sensory and emotional needs can help in creating a supportive and understanding church environment.

## Unique Ways of Expressing Faith

The expression of faith and spirituality can vary greatly among autistic individuals. Traditional forms of worship and religious expression may not resonate with everyone on the spectrum. Some may find alternative ways to connect with their faith, which might not align with conventional practices. Respecting and embracing these unique expressions of spirituality can enrich the church community and foster a more inclusive atmosphere.

## Stimulation-Seeking and Movement Needs

The need for sensory stimulation or specific movements, such as rocking, pacing, or hand-flapping, is common among autistic



individuals. These needs can clash with traditional expectations of stillness and attentiveness during church services. The anxiety caused by trying to conform to these expectations can be significant, leading to discomfort and a sense of not belonging. Recognising and accommodating these needs can create a more welcoming and inclusive environment for all churchgoers.

## The History of Naming Autism

It is not uncommon for older generations to still use previously used names for Autism, which reflects the evolving understanding of Autism and related neurodevelopmental disorders over time.

- **Early Infantile Autism / Kanner's Syndrome:** (1940s)  
Described by Leo Kanner, focusing on early developmental challenges and difficulties in social interaction.
- **Childhood Schizophrenia:** (Used up to the 1970s) Incorrectly applied to children exhibiting Autism-like symptoms.
- **Pervasive Developmental Disorder (PDD):** (1980s - Early 2000s) A broad category for conditions related to Autism.
- **Asperger's Syndrome:** (Identified in the 1940s, widely recognised in the 1990s) Characterised individuals with Autism-like behaviours but often with stronger verbal abilities. Asperger's Syndrome is still commonly used today by older generations.
- **Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS):** (1980s - Early 2000s) For individuals with some autistic traits not meeting full Autism criteria.

- **Autism Spectrum Disorder (ASD):** Defined and published in the early 21st century. It recognises autism as a spectrum with a range of symptoms and abilities, encompassing all previous categories. The term reflects the current understanding of autism as a diverse spectrum of neurodevelopmental conditions. However, it still defines it within a medical model.

## High and Low Functioning

"High functioning" and "low functioning" are terms sometimes used to describe individuals on the Autism Spectrum.

- **High functioning:** typically refers to those with milder symptoms, especially regarding social and communication challenges, and often have average to above-average intelligence.
- **Low functioning:** describes individuals who might have more significant challenges in these areas and may require more support in daily life.

However, these terms are increasingly seen as overly simplistic and **not reflective of the actual abilities or needs of individuals with Autism.** Critics argue that such labels can be misleading and oversimplify the complex nature of Autism. "High functioning" may downplay an individual's challenges, while "low functioning" can underestimate their capabilities and contributions. \*An individual's capacity to function fluctuates throughout

The debate highlights the need for language that more accurately reflects the individual experiences of those with Autism, focusing on specific needs and strengths rather than broad categorisations.

Ministers must be aware of their usage of these terms and be guided by the individual they are communicating with or referring to.

# Glossary of Terms

**Neurodiverse** describes individuals or groups of people whose brain functions differ from neurotypical development. Neurodiverse people include those with Autism, ADHD, and similar conditions, and this term is often used to identify those who experience the world differently because of these variations.

**Neurospicy:** A playful, informal term used within the neurodiverse community to describe someone with a neurodiverse brain.

**Stimming:** Repetitive movements or sounds that help neurodiverse individuals regulate sensory input or emotions.

**Masking:** The act of hiding or suppressing neurodiverse traits to fit social norms, often leading to exhaustion or anxiety.

**Social Anxiety:** Fear or discomfort in social situations, commonly experienced by neurodiverse individuals due to difficulties with social cues or interactions.

**Executive Function:** Cognitive processes such as planning, organising, and managing time, which can be challenging for some neurodiverse people.

**Sensory Processing:** How the brain interprets sensory input (sound, light, touch), which can be heightened or diminished in neurodiverse individuals.

**Identity-First Language:** A way of describing someone by their identity (e.g., "autistic person") rather than using terms like "person with autism."

**Co-Occurring Conditions:** Additional challenges such as anxiety, depression, or physical conditions that are often experienced alongside neurodiverse traits.