The Long, Winding Road of Autism Spectrum Conditions
- Insights and Strategies From a Man Who’s Been There

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IT IS THE TALE, NOT HE WHO TELLS IT
- Stephen King
Neurotypical:
Person belonging to the neurophysiological mainstream segment of the population.
Opp.: Autistic; Aspie; etc.
"What we [i.e. NTs] lack is Theory of Autistic Mind! They don’t understand us, and we don’t understand them!”
(Bogdashina, 2009)

More often operational within each species than between them.

All people with autism are "autistic"
– but no two autistics are alike! ! !
(As is the case in regard to NTs)
DO AUTISTICS HAVE A SENSE OF HUMOUR?

EXCUSE ME - YOU'RE JIGGLING YOUR LEG UP AND DOWN. IT'S TRAVELING THROUGH THE FLOOR AND MAKING MY DESK RESONATE.

OH, I DIDN'T EVEN REALIZE! I'LL STOP.
DO AUTISTICS HAVE A SENSE OF HUMOUR?

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ACTUALLY, CAN YOU JUST SHIFT THE FREQUENCY UP BY 15%? I THINK YOU CAN GET RESONANCE WITH STEVE'S DESK INSTEAD. UH HUH...

DO AUTISTICS HAVE A SENSE OF HUMOUR?

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ACTUALLY, CAN YOU JUST SHIFT THE FREQUENCY UP BY 15%? I THINK YOU CAN GET RESONANCE WITH STEVE'S DESK INSTEAD. HERE ARE THE CALCULATIONS. LET'S COORDINATE AND TRY TO SPILL HIS DRINK. UH HUH...
FURTHERMORE, AUTISTIC MEN ARE SOMEWHAT DIFFERENT FROM AUTISTIC WOMEN.

(As is ALSO the case in regard to NTs)

NEURAL DIFFERENCE: ASC ≈ Larger prefrontal cortex (growth during 1st year). Also, less pruning.

Hazlett et al., 2005; Redcay & Courchesne, 2005; Lainhart et al., 2006; Courchesne et al., 2011
NEURAL DIFFERENCE: ASC >< NT

In games, ASCs relate in the same way to computers and to human beings. NTs don’t.


NTs compare themselves competitively to others.


NTs experience neural reinforcement for being in high regard among others.


MIRROR NEURONS AND EMOTIONAL RESONANCE

NTs: Apart from basic mirror neuron functions – learning movement (cf. simian experiments) – e.g. a sensation of disgust is activated by observing the disgust of others, and a sensation of pain is triggered in a similar fashion.


ASCs: Typically don’t feel pain when observing the pain of others.

(Minio-Paluello et al., 2009 - Biological Psychiatry, 65, 55–62)
"READING” EMOTIONS 1

- ... the control group performed better than the ASD group on the ‘mind-reading’ task. ... In the non-autistic group, the brain areas activated included the left amygdala. In the participants with ASDs, the amygdala was not activated at all, and other areas, such as the superior temporal gyrus, were activated more strongly than in the control participants.
- ... the different parts of the brain used by ASD and control participants when responding ... reflected ... different processing strategies. In particular, failure to activate the left amygdala meant that the ASD participants were not engaging with the faces as emotional stimuli. Their reliance on brain areas such as the superior temporal gyrus meant that they were treating the task as a kind of face recognition, i.e. they were assessing the emotional expressions in an atypical 'non-emotional' way.


- A small group of ASCs seem to directly "feel" the emotions of others with overwhelming clarity.


"READING” EMOTIONS 2

Training: → Paul Ekman [cfr. "Lie to Me"]
"READING" EMOTIONS 3

- From the outset, ASCs have difficulties in decoding especially milder emotions in the faces of other people.
  - (Wong et al., 2012 – Child Psychiatry Hum Dev (2012) 43:775–794)
- **BUT** they can be trained to do so, and subsequently they themselves gain facial expressiveness!
  - (Russo-Ponsaran et al., 2016 - J Nonverbal Behav (2016) 40:13–38)
- **AND:** When ASCs have been trained in decoding – their right amygdala (!) is activated after having decoded the other person’s facial expression!

THE ROMANTIC BENEFITS OF THE MODULES ACTIVE IN THE NT BRAIN

They transmit *and* receive, permitting i.a. attention to potential lovers as exactly that – and vice versa.
POSSIBLE PROSOPAGNOSIA

(Difficulty recognizing faces)

THE NT BRAIN

Analytical section
Thinking, logic, structure, planning, knowledge, justice, truth

Socio-emotional section
Feelings, hierarchy, connectedness; sensing yourself, others, situations …

Reptilian section
Survival – hunger, thirst, temperature, reproduction …
The Asc Brain

**Analytical Section**
Thinking, logic, structure, planning, knowledge, justice, truth

**Socio-emotional Section**
Feelings, hierarchy, connectedness; sensing yourself, others, situations ...

**Reptilian Section**
Survival – hunger, thirst, temperature, reproduction ...

Are ASCs Psychopaths?

**ASCs**
ASCs have a "strong sense of justice for others as well as for themselves".  

ASCs are more prone to considering mitigating circumstances than NTs.  

**Psychopaths**
Psychopaths don’t disapprove of other people’s crimes – and they have no desire for justice.  
(Decety & Yoder, 2015 - SOCIAL NEUROSCI-ENCE, 2015  
http://dx.doi.org/10.1080/17470919.2015.1029593)
ARE ASCS PSYCHOPATHS?

ASCS

• Need to train decoding others – definable as reduced empathy (in the original, Greek meaning of the word).

• Normal to above normal level of sympathy for others. (Patil et al., 2016 - Sci. Rep. 6, 23637; doi: 10.1038/srep23637 (2016))

PSYCHOPATHS

• Are very good at reading others – definable as normal empathy (in the original, Greek meaning of the word).

• No sympathy for other people.

"Empathy" is actually comprised of two functions: One that entails emotional contagion, and one that entails cognitive perspective-taking.

(Shamay-Tsoory et al., 2009 – Brain 2009: 132; 617–627)

ASC: IRREGULAR SENSORY PROFILE 1

• Sensing data differently
• Registering data differently
• Organising and processing data differently:
  • Noticing patterns differently
  • Recognising patterns differently
  • Recalling patterns differently
  • Predicting patterns differently
  • Influencing patterns differently
  • Creating patterns differently
ASC: IRREGULAR SENSORY PROFILE 2

- Sensing data **differently**
- Registering data **differently**
- Organising and processing data **differently**:
  - Noticing patterns **differently**
  - Recognising patterns **differently**
  - Recalling patterns **differently**
  - Predicting patterns **differently**
  - Influencing patterns **differently**
  - Creating patterns **differently**

SENSING

Ostensibly "irrelevant" smelling might occur, if the other senses seem to provide insufficient data.
BIO-PSYCHO-SOCIAL MODEL (5 MIN.)

Bio-computer

Purpose:
Maximum and optimum survival.

Means:
• Sensing data
• Registering data
• Organising and processing data:
  • Noticing patterns
  • Recognising patterns
  • Recalling patterns
  • Predicting patterns
  • Influencing patterns
  • Creating patterns

THE COGNITIVE MODEL

Stimulus
Automatic thoughts

"Proverbs"

"Laws of Nature"

"Subconscious patterns"

Reactions:
- Emotions
- Physiological sensations
- Behaviour
Personality structure

Stimulus

Different

Registered and organized differently

Different

Different

"Proverbs"

"Laws of Nature"

"Subconscious patterns"

Reactions:
- Emotions
- Physiological sensations
- Behaviour

Social interaction

Communication

Ver. 1.0:
Social imagination

Ver. 2.0:
Narrowly focused and/or repetitive areas of interest and/or motor activities
... is changing ...

Based on i.a. Bogdashina (passim) and Rutter (2011)

THE STEWART-FERRER TRIAD - ASC >> NT:

Social behaviour (interaction and communication)
Social thinking (imagination)
Focus (incl. tenacity, repetitivity and fields of interest)

Body
Senses

Values
SOCIAL IMAGINATION

"Theory of Mind" (ToM):
Myth: Autistics don’t have it.
Reality: Autistics take longer to learn.

ToM start (NT - sensing): around the age of 2 or 3
ToM start (AST - analyzing): around the age of 8 or 9

(Hénault, 2010)

Other people do matter to us, but we are rather naïve. We don’t discover hidden agendas and subliminal signals – before it’s too late …
COMMUNICATION

- DIVIDED BY A COMMON LANGUAGE ... ?

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COMMUNICATION

- NT Style: Multi-media communication

Socio-emotional legitimacy

Model developed by Maja Toudal & Christian Stewart - Ferrer
COMMUNICATION

ASCs may learn how to use facial expressions and gestures.

- This requires time and experience.
- It also requires energy, so after being facial for a full day, one is usually totally spent.
- It also requires a surplus of focus capacity; so if you’re concentrating on something or being nervous this will often reduce your non-verbal manifestations (or theatricalize them in compensation).

EYE CONTACT

63 adults with ASC (21-62 år):

74,6 % trained themselves during adolescence to maintain eye contact.

87,3 % still experience discomfort maintaining eye contact.

30,2 % engage in eye contact behaviour automatically, while 69,8 % prefer avoiding it if possible.

39,7 % state that they expend concentration on maintaining eye contact.

19 % apply the strategy of focusing on a point close to the eyes.

(Roy & Wolfgang (2015) - Fortschr Neurol Psychiatr 2015; 83: 269–275)

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**EYE CONTACT**

ASCs start with normal level eye contact, which is then reduced over time.


**SYSTEMIZING** - **EMOTIONIZING:**

( after Baron-Cohen et al., *passim*)

**ASC**

Systemizer

Values – "Currency":

1. Logic
2. Systems
3. Knowledge
4. Analyses

*We’re together *in regard to something*

"*What* is right?"

**NT**

Emotionizer

Values – "Currency":

1. Emotions
2. Interactions
3. "Opinions"
4. Associations

*We’re together*

"*Who* is right?"
EMOTIONIZING AND SENSING

Usually perceived very clearly

1. "I feel the need to communicate that …"
2. "I feel the cold"
3. "I feel tension in my body"

EMOTIONIZING AND SENSING

Considered more authentic

1. "I have to consult my (gut) feeling before I know what to think about that”
2. "There are no wrong emotions"
"EMOTIONITIS"

Liability to overinterpret on an emotional basis:

• Superstition
• "If I feel it, it must be true!"
• Rejection of simple logic as valid input ("Has that been tried before?").

OTHER PEOPLE’S EMOTIONS

Usually perceived very clearly

1. "I sense that you’re not completely happy"
2. "I sense some tension in the room"
OTHER PEOPLE’S EMOTIONS

Usually perceived very clearly

1. "I sense that you’re not completely happy"

2. "I sense some tension in the room"

I sense a disturbance in the NT Force Field …

OTHER PEOPLE’S EMOTIONS – PSEUDO-EMPATHY

"Living” geometric figures are accorded motives, opinions – life!
EMOTIONS AND LOGIC

Are emotions more important than logic?

(Human ÷ logic = animal)

Human ÷ emotions = inhuman

Human ÷ emotions = monster!
EMOTIONS

Proven to be the most important determinant in political matters ...

(Emotionally uncomfortable material is processed in a different part of the brain than emotionally neutral material.


... and, it seems, in just about any other NT endeavour.

The Danish State Church:
Membership (paying!): 81 %
Normal participation: < 5%

• Analytical thinking takes place in one part of the brain – and correlates negatively with Faith.
• Socio-emotional processing is done in a different part of the brain – and correlates positively with Faith.

(Jack et al., 2016)
VEGETARIAN – THE EMOTIONAL IMPLICATIONS

COMMUNICATION

Purpose:
1. Information
COMMUNICATION

Purpose:

2. Hierarchic navigation

COMMUNICATION

Purpose:

3. Phatic communion
COMMUNICATION

Purpose:
4. Reproduction

Nash: I don't exactly know what I am required to say in order for you to have intercourse with me. But could we assume that I said all that. I mean, essentially we are talking about fluid exchange, right? So could we go just straight to the sex?

COMMUNICATION

Purpose:
4. Reproduction

Nash: I find you very attractive. Your aggressive moves toward me indicate you feel the same. Still ritual requires that we continue a number of platonic activities before we can have intercourse. But all I really want to do is have sex with you as soon as possible. Are you going to slap me now?
Alicia: (kisses Nash)
How was that result?
ESSENTIALLY:

AUTISTICS ...  ... EVERYONE ELSE...

... are forced to
learn by means of
schooling, of
academic methods,
what ...

... learns by means of
sensing or intuiting.

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EVOLUTION?

Homo sapiens sapiens

= ”Flock modules” of the brain

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EVOLUTION?

Homo sapiens sapiens

= "Cogitation modules" of the brain

= "Flock modules" of the brain

Homo sapiens aspergensis

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COMMUNICATION

Authentic
1. We mean what we say and say what we mean
2. No pretence

Data-oriented
1. The purpose for us is transmission of information

Direct
1. Get to the point at once

Verbal
1. Limited use of gestures and of facial expression

Several layers – "between the lines"
1. Content is what’s being meant, which rarely equals what’s being said.
2. What’s being said may be very vague indeed, desperately referring to context ("You know", "... you know?", "... like", "Sort of ... -ish", [unfinished sentences], …)

Not always data-oriented
1. The purpose may well be socializing, not data distribution.

Indirect
1. Often has to pass through multiple tiers, creating a Social Setting, wherein the [possible!] message is conveyed.

Multi-media show
1. Prone to gimmicks like facial expression, gesture, varied tone of voice, body language, etc.
COMMUNICATION

"How many shifts did you get?" =

NT1: "Are you happy with the number of shifts you got?"

eller

NT2: "I'M certainly not happy with the number of shifts I got, and I'm checking to see whether YOU got preferential treatment!!"

COMMUNICATION

Family therapy arose because even the NTs don't really communicate that well... ;-(

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BEING COMFORTED: REGAINING YOUR BALANCE

NT: comforting entails moving closer, touching, inquiring as to the person’s emotional state!

ASC: comforting often entails increasing your distance (so the person does not have to "deal" with someone else) or taking care of e.g. chores (in order to remove stressors and simultaneously giving the person space).

EXPRESSING LOVE
EMOTION >< INFORMATION

We don’t need ”control” – but we DO need to know what’s going on!

We don’t often profit from being ”soothed” – but if we get the info we need, we often calm down very quickly.

SOCIALIZING

When autistics are together, we often share:

• Our special interests
• Our experiences in the NT world
• Solutions to practical problems (”Where did you get those earplugs?”)
• Our experience of ourselves as being normal (!)
• In several cases, the relief and closure brought by being diagnosed (”Diagnosis donuts”…)
SOCIALIZING

From the outset, we have trouble finding somewhere to "belong".

In many cases we’d actually like to join in, but often NT conditions become a stumbling block to us – which sometimes comes across as aloofness.

In some cases we need to be by ourselves – which sometimes comes across as rejecting.

Frequently, we socialize via the Internet – which many NTs find concerning.

SOCIAL BEHAVIOUR

They touch each other a lot, and have complicated systems of establishing and working with connectedness on a physical level.
SOCIAL BEHAVIOUR

They tend to be economical with the truth.
1. White lies
2. Darker lies
3. Pretence
4. …

SOCIAL BEHAVIOUR

They also economize in regard to rules
1. Parking
2. Maintaining silence in “silent zones”
3. …
SOCIAL BEHAVIOUR

"Socialize just for the sake of socializing”
(Temple Grandin)

PROSOCIAL BEHAVIOUR
ANTISOCIAL BEHAVIOUR

"WELL, JUST BE YOURSELF ..."

They don't have meetings about rainbows ...
SPECIAL INTERESTS - ASC BOYS

Trains
Schedules
Maths
Astronomy
Computer Science
...

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SPECIAL INTERESTS – ASC GIRLS

Animals
Manga / Animé
Literature
Science
...

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**SPECIAL INTERESTS – NT GIRLS**

**THE FEMALE BRAIN**

- Shoes
- Headache generator
- Toilets
- Cleaning
- Shopping
- Anniversary
- Birthdays
- Sexy initiator gland
- Talk, talk, are more talk
- Gossip control centre
- Driving skills
- I told you so gland
- Melrose place memory centre
- Shiny things and diamonds
- Olfactory
- Realisation of wants vs. needs

_FOOTNOTE:_ The “Put Oil into the Car” and “Be Quiet during the Game” glands are active only when the “SHINY THINGS AND DIAMONDS” Olfactory has been satisfied or when there is a shoe sale.

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**SPECIAL INTERESTS – NT BOYS**

**THE MALE BRAIN**

- Sex
- Sex
- Ball sports
- Dangerous pursuits
- Ability to drive manual transmission
- Toilet aiming cell
- Domestic skills
- T.V. and remote control addiction centre
- Ironing
- Listening particle
- Attention span
- “Avoid personal questions at all costs” area
- Gland

_FOOTNOTE:_ the “Listening to children cry in the middle of the night” gland is not shown due to it’s small and undeveloped nature. Best viewed under a microscope.
R & R

ASC Style:
1. Sleeping
2. Down Time:
   Special interests, being by yourself

”FIXATION WITH DETAIL”?

Reality: ASCs like to get the details straight before calculating the totality.
The Autistic word for this is ”thoroughness”;)

(NTs: Often try to intuit the whole from a limited set of details)
(NTs: Thus risk miscalculating!)
MOTIVATION – NT-STYLE

How my ASC brain works:

- Completely obsessed
- NOT interested (bordering on a psycho-allergy)

MOTIVATION – ASC-STYLE!
THE AUTISTIC PERSPECTIVE

"You feel like an anthropologist on Mars." (Temple Grandin)

A CURE FOR LEFT-HANDEDNESS?

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A CURE FOR LEFT-HANDEDNESS?

“How can I cure my son’s left handedness?

john.doe asked 7 days ago

I don’t know where my son got it from but he is left handed. My dad, mom, me and my wife her parents are all right handed. I don’t want my son to suffer with this handicap for the rest of his life and be made fun of at school. What should I do? “

THE EXPERIMENT

- ”including” children from Greenland in Danish culture in the 1950s.
CLARK & CLARK, 1939-194*  

→ 1954 – Brown vs. Board of Education !!!

INCLUSION ... ?  

"We are family …"?

Reducing money spent on "cuckoo children" instead of on normal children (Danish politician) ?

It depends on the REASON for doing it – in each case!!
- And on the WAY it’s done!
INCLUSION ... ?

- On what terms?

ASC CONTRIBUTIONS
**ASC IN ITS OWN RIGHT – WHY?**

- Because ASC on NT terms is **toxic**
- Because the defect view of ASC makes parents "victims" of their children!!
- Because ASC as a disease entails the danger of having parents and teachers always searching for the "NT child trapped by autism" – instead of loving the ASC child at their side!

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**"WHAT DID YOU LEARN IN SCHOOL TODAY?"**

- ≥ 70% of all ASCs have been bullied severely while attending "normal" schooling.
  
  (Attwood; Gray; Hénault, 2010)

- This often leads to PTSD conditions.
- This has a strong impact on the development of social phobia.

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LANGSTON HUGHES:  
**KU KLUX**

They took me out  
To some lonesome place.  
They said, “Do you believe  
In the Great White Race?”

I said, “Mister,  
To tell you the truth,  
I’d believe in anything  
If you’d just turn me loose.”

The white man said, “Boy,  
Can it be  
You’re a-standin’ there  
A-sassin’ me?”

They hit me in the head  
And knocked me down.  
And then they kicked me  
On the ground.

A klansman said, “Nigger,  
Look me in the face —  
And tell me you believe in  
The Great White Race.”

---

WALT WHITMAN:  
**I HEAR AMERICA SINGING**

I hear America singing, the varied carols I hear,  
Those of mechanics, each one singing his as it should be blithe and strong,  
The carpenter singing his as he measures his plank or beam,  
The mason singing his as he makes ready for work, or leaves off work,  
The boatman singing what belongs to him in his boat, the deckhand singing on the Mississippi deck,  
The shoemaker singing as he sits on his bench, the hatter singing as he stands,  
The woodcutter’s song, the ploughman’s on his way in the morning, or at noon intermission or at sundown,  
The delicious singing of the mother, or of the young wife at work, or of the girl sewing or washing,  
Each singing what belongs to him or her and to none else,  
The day what belongs to the day—at night the party of young fellows, robust, friendly,  
Singing with open mouths their strong melodious songs.
LANGSTON HUGHES:  
I, TOO, SING AMERICA

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

And tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed--
I, too, am America.

TOWARDS AN ASC IDENTITY

- IN REGARD TO NOT ONLY ASCS, BUT ALSO THEIR FAMILIES
TOWARDS AN ASC IDENTITY 1

Conformity:
- Want to be "normal"
- All good things come from "normality"
- Distance themselves from ASC behavior and actions
- Consider themselves "normal", or extremely exceptional ASCs
- Try to form self-image and self-worth on the basis of "normal" people
- No sense of loyalty or obligation towards ASCs
- Don’t notice the sociopolitical aspects of neural differences

TOWARDS AN ASC IDENTITY 2

Dissonance:
- Feel confused at descriptions of different neural ways of functioning
- No clear sense of belonging to one group or the other
- Feel more at home with "normal" people
- Feel guilty about overestimating the blessings of "normality"
- Lack role models / positive figures with ASC
- Ignorant about ASC functioning, identity and culture
- Confused about the sociopolitical aspects of neural differences
TOWARDS AN ASC IDENTITY 3

Fundamentalism
- Withdraw into ASC-hood and an autistic world
- Try to act in "authentic" ASC ways
- Use external criteria to define themselves
- Dislike/despise all "normal" people
- Idealize ASC, discredit "normality"
- May express anger at "closet ASCs"

- Sometimes – at the end of this phase – they might re-experience ill feelings against ASC and ASCs

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TOWARDS AN ASC IDENTITY 4

Resurfacing:
- Develop a flexible ASC identity
- Can distinguish between strengths and weaknesses in regard to ASC and ASC culture
- Acquire a more positive, non-stereotypical image of ASC
- Get involved in the ASC scene and Cause

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TOWARDS AN ASC IDENTITY 5

Self-integration:
• Define themselves through inner criteria
• Get involved in ASC aspects in a more subtle fashion
• Can deal objectively with matters involving NT and ASC elements
• Center on acceptance and tolerance in regard to both the ASC and the NT approach to life
• Can withstand other people’s expectations and demands in regard to neurality
• Reveal a sense of humour

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THE WORLD TODAY

”Everybody’s behaving as if life were one long reception!”
(Anders Fogh Jensen)
BALANCING ENERGY

Good morning! Here’s to another brand new day!
In your hands are 15 spoons.
Each spoon represents the energy needed to complete a part of your daily routine. Once you’re out of spoons, you’re out of energy. But don’t worry, tomorrow always brings more spoons.
This is the “Spoon Theory”, an everyday reality for those who live with a chronic illness.

UNDERSTANDING CHRONIC ILLNESS THROUGH THE Spoon Theory

So, how would you like to use your spoons today?

- get out of bed
- take a shower
- visit your doctor
- grocery shopping
- call your parents
- manage meds
- walk your dog
- take kids to school
- get dressed
- make dinner
- socialize
- go to work

ASC + (ASC OR NT\text{SUPER}) = \heartsuit
ASC + (ASC OR NT^{SUPER}) = ⎡\heartsuit\right]
ASC + (ASC OR NTSUPER) = ♡

THE CONSEQUENCES OF "NEURISM"

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THE CONSEQUENCES OF "NEURISM"

THE CONSEQUENCES OF EQUALITY
POSSIBLY OF INTEREST

Explaning Asperger's/Autism - Christian A. Stewart-Ferrer (PART 1/2)
7,445 visninger

Christian Stewart-Ferrer
Offentliggørt den 2. feb. 2017
(PART 2/2: https://youtu.be/djPuhbf9sY)

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Thank you for your attention