

Autism, intersubjectivity, relatedness

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A transactional account of autism development

Autism as individual difference within neurodiversity

- Social communication and interaction
- Cognition, behaviour, interests, activities

ASD development (like all development) happens in transaction with the environment of other humans, species, material world

Strengths and vulnerabilities

The nature of these trajectories – and outcomes in developmental ability, sense of relatedness, wellbeing, identity

Support and alleviation of difficulties based on this

Early years

Early experience of interaction – interpersonal and material

- *fine tuning of perceptual systems, attention, communication, social imitation*

Early interactions may alter/reduce helpful learning

- *Parent-mediated video-aided therapy/support to optimise early social inputs*

– *Parent vs child interests*

Prodromal and pre-school therapy of this kind (***iBASIS, PACT***)

- *Leads to benefits sustained many years after treatment end (Green et al JCPP 2018, Pickles et al Lancet 2016)*

For participatory research - what goals and outcomes?

- *AFEQ (Leadbitter et al JADD 2017) – parent-nominated therapy outcome set – positive effects*
- *Parent structured report – eg Vineland, language, social interaction*
- *Research-rated developmental outcomes - enhanced social functioning and behavioural flexibility*
- *Family and child well-being and ‘quality of life’ – a real issue for development*
- *Mental health*

Early school years

Increasingly reciprocal transactions in school and social world

- *Equivalent teacher-mediated therapy for children in school (PACT-G)*
- *Aim to enhance reciprocal interaction in education environment – access to learning*
- *Parent-teacher conversations*

Other environmental adjustments

- *The sensory environment*

Participatory research – what considerations/outcomes?

- Measuring the education environment and teaching method
- Peer/playground

Intersubjectivity

Earliest foundations in the experience of early interaction

- *relevance of iBASIS, PACT, PACT-G type approaches*

Later, the capacity to communicate, understand and be understood

Participatory research - what methods should we use to progress this?

- Development together of a better *phenomenology of autistic thinking* and its neuroscience origins
 - How to make this representative?
 - Idiographic experiential but also systematic
- Dialogue about *goals for change* –
 - Recognising heterogeneity and mental health
 - Scientific method as a shared language