
Professional Certificate in Advocacy Studies for Autism Spectrum Disorder

Cultural Competence in Advocacy for ASD

Ability: the qualities or features that someone or something has that makes them capable of doing something. In the context of advocacy for ASD, ability refers to the skills and talents that individuals with ASD possess, which should be recognized and supported.

Accommodation: changes made to policies, practices, or procedures to provide equal access to individuals with disabilities. In the context of ASD, accommodation may include providing visual aids, sensory breaks, or communication devices to support individuals with ASD in various settings.

Advocacy: the process of actively supporting a cause or proposal. In the context of ASD, advocacy involves promoting the rights and needs of individuals with ASD and their families, promoting awareness and understanding of ASD, and challenging stereotypes and discrimination.

Autism Spectrum Disorder (ASD): a neurodevelopmental disorder characterized by persistent deficits in social communication and interaction, restricted interests and repetitive behaviors. ASD is a spectrum disorder, meaning that individuals with ASD can have a wide range of symptoms and abilities.

Cultural Competence: the ability to understand, appreciate, and interact with individuals and groups from diverse cultural backgrounds. In the context of advocacy for ASD, cultural competence involves recognizing and valuing the unique experiences and perspectives of individuals with ASD and their families, and working to address disparities in access to services and supports.

Disability: a physical, mental, or developmental condition that limits a person's ability to perform everyday tasks. In the context of ASD, disability refers to the challenges and barriers that individuals with ASD may face in various areas of their lives, including communication, social interaction, and education.

Empowerment: the process of giving individuals the power and confidence to advocate for themselves and make decisions about their own lives. In the context of ASD, empowerment involves supporting individuals with ASD and their families to develop self-advocacy skills and become active participants in decision-making processes.

Inclusion: the practice of ensuring that individuals with disabilities are fully participating members of their communities. In the context of ASD, inclusion involves providing opportunities for individuals with ASD to access the same services, activities, and resources as their non-disabled peers.

Intersectionality: the idea that individuals may experience multiple, intersecting forms of discrimination or oppression based on their race, gender, sexuality, ability, and other social identities. In the context of advocacy for ASD, intersectionality involves recognizing and addressing the unique experiences and needs of individuals with ASD who also identify with other marginalized communities.

Neurodiversity: the concept that differences in brain function and behavior are natural and normal

variations within the human population. In the context of ASD, neurodiversity involves recognizing and valuing the unique strengths and abilities of individuals with ASD, and promoting acceptance and inclusion of neurodivergent individuals in all areas of society.

Parent Advocacy: the process of parents advocating for their children with ASD to ensure they receive the necessary services and supports. Parent advocacy involves developing self-advocacy skills, building relationships with service providers and decision-makers, and engaging in systemic advocacy efforts to promote the rights and needs of children with ASD.

Self-Advocacy: the process of individuals with disabilities advocating for themselves and their own needs. In the context of ASD, self-advocacy involves developing self-awareness, communication skills, and decision-making abilities, and using these skills to advocate for oneself in various settings.

Sensory Processing: the way in which the brain processes and interprets sensory information from the environment. In the context of ASD, sensory processing differences may result in heightened or reduced sensitivity to sensory stimuli, leading to challenges in daily life.

Systemic Advocacy: the process of advocating for changes in policies, practices, and structures to promote the rights and needs of individuals with disabilities. In the context of ASD, systemic advocacy involves working to address disparities in access to services and supports, challenging discrimination and stigma, and promoting inclusive and equitable policies and practices.

Universal Design: the practice of designing products, services, and environments to be accessible and usable by all individuals, regardless of their abilities or disabilities. In the context of ASD, universal design involves creating inclusive and accessible spaces that support the needs and abilities of individuals with ASD.

Visual Aids: tools that use visual information to support communication and understanding. In the context of ASD, visual aids may include picture schedules, social stories, or communication boards, and can be used to support individuals with ASD in various settings.

This glossary is not exhaustive, but it provides a starting point for understanding key terms and concepts related to cultural competence in advocacy for ASD. By recognizing and valuing the unique experiences and needs of individuals with ASD, we can work towards building more inclusive and equitable communities that support the full participation and well-being of all individuals.