

Appendices

Appendix A

The following references of stereotypes were used for the evaluation in Chapter 3.4.

***The Curious Incident of the Dog in the Night-time* by Mark Haddon (Vintage Books, 2004)**

Stereotype 'Disabled'

Othering: 7, 17, 19, 56, 59f, 67f, 196, 129, 188f, 200, 207, 212f, 216f, 229, 245, 263

Dependency: 3, 57, 58, 129, 200, 85, 108, 129, 130, 144, 149, 200, 223f, 262, 263

Harassment: 33, 49f, 56, 83, 102–104, 188

One-Dimensional: –

Tragic: 59, 60f, 102–104, 133, 151, 237, 239f, 248

Stereotype 'Genius'

Gifted: 2, 12f, 14f, 78ff, 84, 96, 126f, 149, 181f, 193f, 199, 201f

Hyperattentive/-sensitive: 9, 11, 17, 21, 42, 92, 96f, 174ff, 208ff, 218ff

Combined with Loneliness and handicaps: yes

Stereotype 'Childlike'

Naivety: 1, 7, 28f, 36, 40, 56, 63, 65, 67f, 71, 72f, 74f, 76, 83, 88, 102, 114, 116, 117?, 120, 123, 130, 141, 147, 152, 160, 166, 185f, 189, 196f, 200, 211, 223, 233, 234, 236, 238, 241, 246, 247, 249, 254, 258f, 261, 265, 267f

Honesty: 7, 23, 24, 56, 85, 94, 101, 114, 186, 236, 265

Literalness & Pragmatics: Pro: 7f, 10, 19, 52, 69, 83, 97f, 101, 102, 120, 211, 229; Contra: 11, 21, 40, 97f, etc

Patronising: 83, 171, 187, 188, 197, 198, 226, 229, 245

Dynamic: no

Stereotype 'Robot'

Routine & Order: 11, 16, 21, 27, 31, 32, 39, 45, 46, 52, 68, 84, 100, 101, 105f, 146, 155, 158, 159, 160f, 179, 249, 254, 266

Lack of emotions: 21, 37, 42, 65, 94, 95, 97, 99, 109, 124, 148, 242, 264

Communication Barrier: 2, 19

Mind-blindness: 145f

Alien Trope: Christopher compares himself to a computer (147f).

***The London Eye Mystery* by Siobhan Dowd
(David Fickling Books, 2010)**

Stereotype 'Disabled'

Othering: 22, 23, 30, 36, 39

Dependency: -

Harassment: 241

One-Dimensional: -

Tragic: 30f, 190

Stereotype 'Genius'

Gifted: 31, 36ff, 91, 190, 269

Hyperattentive/-sensitive: 6, 31, 154f, 161, 215, 215, 256

Combined with Loneliness and handicaps: 21, 313, 318

Stereotype 'Childlike'

Naivety: 21, 23, 49, 88, 122f, 198f (295)

Honesty: 26, 60, 198f, 203, 261f

Literalness & Pragmatics: Pro: 5, 10f, 16, 28, 55, 65, 67, 87, 121, 151, 234, 240, 245f; Contra: 23, 25, 42, 63, 81, 249, 292

Patronising: 16, 122f, 144, 152, 190

Dynamic: 54f, 134, 175, 254, 322

Stereotype 'Robot'

Routine & Order: 6, 17, 34f., 43, 51, 70, 144, 154f, 249

Lack of emotions: Pro: 53, 77f, 186ff; No: 17, 39, 58, 295,

Communication Barrier: 6, 22, 25f, 28, 32, 46, 55, 61f, 72, 88, 91ff, 109, 122f, 146f, 198f, 259

Mind-blindness: Contra: 9, 10, 168, 253

Alien Trope: N/A

***Marcelo in the Real World* by Francisco X. Stork
(Scholastic Inc., 2009)**

Stereotype 'Disabled'

Othering: Pro: 8, 18, 20, 23, 27, 40, 55, 73, 87, 303; Contra: 119, 241

Dependency: 20, 23, 29, 51, 136

Harassment: 60, 65, 67, 77, 139, 286

One-Dimensional: –

Tragic: 19, 45, 54, 55, 63

Stereotype 'Genius'

Gifted: 9, 57, 239

Hyperattentive/-sensitive: 15, 45, 85, 98, 106, 206, 254

Combined with Loneliness and handicaps: yes

Stereotype 'Childlike'

Naivety: 23, 38, 45, 49, 51, 59, 71?, 91, 93, 94, 95, 101, 103, 111, 116, 122, 126, 130, 136, 171, 241

Honesty: 29, 55f, 58, 70, 113, 182, 185, 239, 241, 268

Literalness & Pragmatics: 4, 11, 12, 15, 50, 54, 69, 74, 95, 106, 107, 111, 113, 127, 139, 140f, 148, 150, 171, 172

Patronising: Pro: 9, 18, 28, 29, 32, 43–44, 45, 51, 60, 65, 67, 70, 71, 77, 86, 127, 289; Contra: 284ff

Dynamic: 9, 22, 57, 124, 178, 198, 249, 268, 285, 286

Stereotype 'Robot'

Routine & Order: 36, 37, 38, 54, 57, 67, 72, 82, 94, 152, 206, 247, 268

Lack of emotions: Pro: 28, 70, 87, 135; Contra: 58, 67, 87, 157f, 160, 200, 285f

Communication Barrier: 28, 44, 45, 51, 57, 59, 171f

Mind-blindness: –

Alien Trope: 39, 190

***Mockingbird* by Kathryn Erskine
(Usborne Publishing Ltd, 2018)**

Stereotype 'Disabled'

Otherring: 5, 23f, 35, 37, 50, 61, 66, 79f, 95, 182, 183, 190

Dependency: 60

Harassment: 37f., 50, 66, 183

One-Dimensional: Stepping Stone: 105

Tragic: N/A

Stereotype 'Genius'

Gifted: 41, 43, 70, 91, 146

Hyperattentive/-sensitive: Pro: 16, 34f, 52, 79, 87, 188, 189, 231; Contra: 115

Combined with Loneliness and handicaps: yes

Stereotype 'Childlike'

Naivety: 14, 55, 60, 67f., 86, 101, 108f, 112, 116, 140?, 142, 143, 167

Honesty: 13, 15, 91, 95, 185

Literalness & Pragmatics: 14, 15, 20, 21, 37, 37f, 93f, 101, 116, 143, 169, 190

Patronising: 37, 90, 112, 218

Dynamic: 128, 129, 179, 208, 224

Stereotype 'Robot'

Routine & Order: 28, 30, 31, 32f, 35, 37, 42f, 53, 58, 79, 87, 101

Lack of emotions: 14, 20ff, 40, 56, 90, 93f, 95, 127

Communication Barrier: 19, 49, 50, 62, 93f, 105, 108, 224f

Mind-blindness: Pro: 18f, 24; Contra: 24, 104

Alien Trope: N/A

***Trueman Bradley: Aspie Detective* by Alexei Maxim Russell
(Jessica Kingsley Publishers, 2012)**

Stereotype 'Disabled'

Othring: 8, 9, 11, 13, 15, 25, 38, 50, 53, 70, 91, 94, 101, 126, 133, 135, 179, 183, 203, 214, 216, 217, 218, 219, 223

Dependency: 10, 16, 21, 24f, 32, 34, 46, 51, 76, 83, 90, 103f, 109, 111, 112, 113, 125, 174, 179, 183, 189, 204, 233, 245, 273

Harassment: 8, 48, 49, 50, 53, 77, 109, 113, 126, 210, 213, 228,

One-Dimensional: 37, 58, 114, 115, 116

Tragic: N/A

Stereotype 'Genius'

Gifted: 8, 14, 15, 20, 32, 37, 44, 54, 57, 58, 66f, 113, 118, 120, 143, 158, 166, 172, 215, 234, 237, 252, 286

Hyperattentive/-sensitive: 8, 13, 14, 16, 22, 29, 35, 41, 90, 112,

Combined with Loneliness and handicaps: yes

Stereotype 'Childlike'

Naivety: 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 24f, 26, 27, 30, 31, 32, 43, 44f,

46, 47f, 48, 50, 51, 52f, 53, 54, 55, 60, 61f, 65, 83, 91, 92, 97, 101, 102, 103, 104, 106, 107, 111, 113, 125, 127, 142, 159, 161, 168, 170, 171, 178, 224, 232, 233, 245, 260, 303

Honesty: 8, 10, 14, 19, 20, 29, 37, 38, 43, 48, 61, 94, 114, 170, 183, 232

Literalness & Pragmatics: 8, 9, 11, 14, 15, 20, 30, 31, 34f, 35f, 37, 42, 48f, 61f, 78, 87, 92, 97, 101, 106, 116, 133, 150, 160, 169, 206, 224, 231, 232, 248, 301

Patronising: 10, 11, 13, 19, 20, 31, 32, 36, 48, 51, 52, 110, 111, 113, 124, 125, 127, 160

Dynamic: N/A

Stereotype 'Robot'

Routine & Order: 10, 13, 15, 16, 19, 20, 23, 33, 34, 38, 39, 41, 47, 81, 90, 91, 92, 94, 132, 137, 146, 166, 175, 183, 217, 294

Lack of emotions: 15, 35f, 97, 98, 174, 218, 232

Communication Barrier: 8, 37, 51, 63, 65, 67, 93, 101, 187, 210, 218, 219, 230, 232

Mind-blindness: N/A

Alien Trope: N/A

***The State of Grace* by Rachel Lucas
(Macmillan Children's Books, 2017)**

Stereotype 'Disabled'

Othering: 2, 3, 4, 8, 13, 21, 30, 32, 56, 71, 82, 143, 154, 185f, 186, 241, 262

Dependency: 3, 162

Harassment: 31, 35, 77

One-Dimensional: N/A

Tragic: 4, 8, 23, 40, 49, 61, 71, 95, 147f, 149, 238, 239, 246

Stereotype 'Genius'

Gifted: N/A

Hyperattentive/-sensitive: 4, 5, 9, 19, 31, 37, 63, 70, 76, 78, 83, 91, 94, 103, 108, 111, 113, 118, 127, 135, 149, 180, 183, 223

Combined with Loneliness and handicaps: no

Stereotype 'Childlike'

Naivety: 4, 3–5, 95, 103, 149, 169, 134

Honesty: 7, 96, 142, 179

Literalness & Pragmatics: Pro: 6, 8, 28, 44, 54; Contra: 17, 29, 37, 56, 162

Patronising: 2, 6, 9, 49, 61, 95, 147, 149

Dynamic: 6, 19, 59, 82, 91, 103, 133f, 140, 155, 186

Stereotype 'Robot'

Routine & Order: Pro: 3, 15, 22, 24, 33, 38, 48, 59, 74, 79, 105, 106, 116, 121, 123, 125, 136, 164, 172, 174ff, 250; Contra: 43, 49

Lack of emotions: Contra: 13, 14, 97, 186, 91, 100, 154, 163, 220, 226

Communication Barrier: 1, 6, 8, 9, 13, 14, 28, 30, 39, 52, 54, 56, 91, 98, 127, 140, 154, 226, 239, 241, 260, 262

Mind-blindness: Contra: 56, 147, 155, 158, 162, 269

Alien Trope: 1, 93, 155, 262

***What To Say Next by Julie Buxbaum
(Ember, 2017)***

Stereotype 'Disabled'

Othering: 1, 3, 4, 11, 20, 29, 59, 62, 84, 92, 133, 135, 147, 149, 169, 174, 190, 191, 193, 196, 197, 206, 231, 237, 264, 280

Dependency: 12, 19, 43, 60, 65, 113, 193, 231, 251, 262f

Harassment: 2, 2, 11, 12, 20, 118, 149, 167f, 169, 187, 193, 206, 248, 280

One-Dimensional: –

Trope: Pro: 44, 82, 149, 193, 231; Contra: 265

Stereotype 'Genius'

Gifted: 29, 62, 64, 97, 153f, 238f, 253

Hyperattentive/-sensitive: 17, 23, 25, 29, 38, 81, 104, 112, 131, 148, 171, 173, 210, 227, 231, 271

Combined with Loneliness and handicaps: yes, 3, 131

Stereotype 'Childlike'

Naivety: 20, 43, 59, 147, 172, 251, 262f

Honesty: 5, 6, 8, 38, 39, 41, 46, 60, 80, 81, 91, 92, 177, 280f

Literalness & Pragmatics: 41, 44, 65f, 68, 86, 87, 96, 102, 103, 113, 118, 205, 221, 240, 250, 271

Patronising: 82, 191, 193

Dynamic: 66, 83, 100, 101, 116

Stereotype 'Robot'

Routine & Order: 1, 3, 8, 17, 26, 37, 42f, 63, 64, 112, 132, 133, 154, 172, 187, 221, 282

Lack of emotions: Contra: 21, 40, 86, 91, 131, 147, 168, 169, 172, 193, 271, 281

Communication Barrier: 3, 6, 11, 21, 23, 30, 41, 43, 44, 59, 60, 92, 116, 147, 181, 187, 231, 253f, 262, 282

Mind-blindness: N/A

Alien Trope: N/A

***Can You See Me?* By Libby Scott and Rebecca Westcott
(Scholastic, 2019)**

Stereotype 'Disabled'

Othering: Pro: 28, 30f, 40, 41, 44, 49, 56, 84, 101, 133, 137, 143, 152, 156, 159, 159, 171, 175, 179, 202, 208ff, 242, 246, 324; Contra: 261, 277, 291ff, 353

Dependency: 28, 50

Harassment: 25, 57, 131, 156, 163, 194, 195, 200, 250, 283, 284, 285

One-Dimensional: Stepping stone: 344, 352ff, 356

Tragic: Pro: 13, 17, 47, 68, 79, 100, 104, 105, 107, 125f, 146, 148, 192, 214, 215, 216, 226f, 227, 243, 298f, 313, 320, 363; Contra: 10, 315

Stereotype ‘Genius’

Gifted: N/A

Hyperattentive/-sensitive: 11f, 15, 26, 28, 35, 47, 51, 72, 101, 114, 115, 127, 143, 163, 174ff, 181, 189, 213, 280, 341

Combined with Loneliness and handicaps: no

Stereotype ‘Childlike’

Naivety: 31, 33, 45, 69, 93ff, 122, 171ff, 184, 238, 239ff, 257, 261, 291, 350

Honesty: 59, 97, 195, 207ff, 223, 239

Literalness & Pragmatics: 25, 26, 29, 33, 43f, 47, 54, 55, 60, 83, 93ff, 218, 228

Patronising: 68, 100, 138, 276

Dynamic: 290ff, 296, 346f, 353

Stereotype ‘Robot’

Routine & Order: 9, 43, 52, 53, 58f, 71, 91ff, 115, 183f, 223, 265, 281, 307, 330

Lack of emotions: 29, 47, 103, 159ff, 211, 241ff, 313, (323)

Communication Barrier: 11, 23, 31, 33, 41, 45, 68, 101, 103f, 105, 107, 118, 125ff, 137f, 152f, 169, 172, 207, 241, 265ff, 286, 291ff, 297, 313, 318, 323, 330ff, 338, 350, 363

Mind-blindness: N/A

Alien Trope: 11

Appendix B

Comparison of Diagnostic Criteria for Autism Spectrum Disorder

The following table is a side-by-side presentation of the definitions of Autism Spectrum Disorder as given by the ICD-11 and the DSM-5.

ICD-11	DSM-5
<p>Autism spectrum disorder is characterised by persistent deficits in the ability to initiate and to sustain reciprocal social interaction and social communication, and by a range of restricted, repetitive, and inflexible patterns of behaviour, interests or activities that are clearly atypical or excessive for the individual's age and sociocultural context. The onset of the disorder occurs during the developmental period, typically in early childhood, but symptoms may not become fully manifest until later, when social demands exceed limited capacities. Deficits are sufficiently severe to cause impairment in personal, family, social, educational, occupational or other important areas of functioning and are usually a pervasive feature of the individual's functioning observable in all settings, although they may vary according to social, educational, or</p>	<p>To meet diagnostic criteria for ASD according to DSM-5, a child must have persistent deficits in each of three areas of social communication and interaction (see A.1. through A.3. below) plus at least two of four types of restricted, repetitive behaviors (see B.1. through B.4. below).¹</p> <p>A. Persistent deficits in social communication and social interaction across multiple contexts, as manifested by the following, currently or by history (A.1-A.3)</p> <p>B. Restricted, repetitive patterns of behavior, interests, or activities, as manifested by at least two of the following, currently or by history (B.1-B.4)</p> <p>C. Symptoms must be present in the early developmental period (but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies in later life).</p>

1 Criteria A.1-A.3 & B.1-B.4 were shortened for better readability but will be provided below.

ICD-11	DSM-5
<p>other context. Individuals along the spectrum exhibit a full range of intellectual functioning and language abilities." (ICD-11 6A02, highlighting by author)</p>	<p>D. Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning.</p> <p>E. These disturbances are not better explained by intellectual disability (intellectual developmental disorder) or global developmental delay. Intellectual disability and autism spectrum disorder frequently co-occur; to make comorbid diagnoses of autism spectrum disorder and intellectual disability, social communication should be below that expected for general developmental level. (APA, DSM-5 50-1)</p>

Clearly, both the ICD-11 and the DSM-5 correspond in all points, except that the DSM-5 differentiates contexts only in connection with social interaction and communication, while the ICD-11 refers more broadly to deficits in functioning. However, this distinction as well as other subtleties are negligible for the examination at hand. As of now, the DSM-5 offers a more detailed description of diagnostic criteria, thus I will use it for further explanations.

Appendix C

Extended Definition of Autism Spectrum Disorder (DSM-5)

Deficits in social communication and interaction taken from the DSM-5

A. Persistent deficits in social communication and social interaction across multiple contexts, not accounted for by general developmental delays, and manifest by 3 of 3 symptoms.

A1. Deficits in social-emotional reciprocity; ranging from abnormal social approach and failure of normal back and forth conversation through reduced sharing of interests, emotions, and affect and response to total lack of initiation of social interaction.

A2. Deficits in nonverbal communicative behaviors used for social interaction; ranging from poorly integrated verbal and nonverbal communication, through abnormalities in eye contact and body language, or deficits in understanding and use of nonverbal communication, to total lack of facial expression or gestures.

A3. Deficits in developing and maintaining relationships, appropriate to developmental level (beyond those with caregivers); ranging from difficulties adjusting behavior to suit different social contexts through difficulties in sharing imaginative play and in making friends to an apparent absence of interest in people. (APA, *DSM-5* 50)

Examples of deficits in communication adapted from Seltzer et al.:

- language level
- pronominal reversal (referring to themselves as he/she/you or by their name)
- neologisms/idiosyncratic language
- lack of nodding head
- lack of head shaking
- lack of pointing to express interest
- stereotyped utterances (echolalia)
- lack of conventional gestures
- inappropriate questions
- lack of imaginative play
- lack of imitative social play (Seltzer et al. 572)

Examples of deficits in interaction adapted from Seltzer et al.:

- does not offer comfort
- does not seek to share own enjoyment

- lack of interest in people
- lack of direct gaze (looking people in the eye)
- lack of showing and directing attention (looking at people, following their gaze)
- lack of social smiling
- unusual response to approaches (willing to engage in conversation)
- deficits in range of facial expression
- lack of appropriateness of social responses
- does not offer to share (emotions/interests/personal information)
- inappropriate facial expressions
- impairment in the ability to sustain friendships (Seltzer et al. 574)

Restricted, Repetitive Patterns of Behaviour, Interests, or Activities (RRRBIA)

B. Restricted, repetitive patterns of behavior, interests, or activities as manifest by at least 2 of 4 symptoms:

B1. Stereotyped or repetitive speech, motor movements, or use of objects; (such as simple motor stereotypies, echolalia², repetitive use of objects, or idiosyncratic phrases).

B2. Excessive adherence to routine, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change; (such as motoric rituals, insistence on same route or food, repetitive questioning or extreme distress at small changes).

B3. Highly restricted, fixated interests that are abnormal in intensity or focus; (such as strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interests)

B4. Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment; (such as apparent indifference to pain/heat/cold, adverse response to specific sounds or textures,

2 Echolalia is defined as involuntary repetition of speech and sound made by another person.

excessive smelling or touching of objects, fascination with lights or spinning objects). (APA, *DSM-5* 50)

Examples of RRBIAs adapted from Seltzer et al.:

- repetitive use of objects
- hand/finger mannerisms
- other complex mannerisms
- unusual preoccupations
- unusual sensory interests
- compulsions/rituals
- verbal rituals
- circumscribed interests (Seltzer et al. 575)

For further specification of severity levels and diagnostic features see *DSM-5*, pp. 50–59.