



## CASD CHAT E-Newsletter

### How to Read Research Like a Psychologist: Part 2

#### Breaking Down the Different Sections of an Article

Take yourself back to your high school chemistry lab reports. There's a reason we wrote those lab reports in high school; it helps to have a common structure. Grown-up scientists write their reports in the same way- there's an Abstract, Method, Results, Discussion, etc., all things you're probably already a little bit familiar with from the high school science fair! Let's break it down:

*Abstract:* A very brief summary of the whole article. **For non-scientists, I recommend starting here to make sure the article really addresses what you want to learn about.**

*Introduction:* Gives you a summary of the most relevant research that has already been done that led to the research question being studied in the current article, tells you what the current question is, and the hypothesis (what the researcher is guessing is the answer to the question based on what they've read of past research and plans to test out). AKA a good introduction gives you the setup from past work to tell you what gap in knowledge this article aims to address.

*Method:* Tells you who is in the study (participants), how the study was done (procedure), how the results were measured, and how data was collected (measures). **Check here for red flags about the size and composition of the group being studied (See Part 1).** Also, when comparing different studies that get different results, this might be the reason why.

*Results:* Now, you'd think that this would be the best section to go to for people who don't want to involve themselves in the nitty-gritty and just want to know what the findings of a study are, however, for the most part, you'd be wrong. This section tends to be statistics-heavy and will give a detailed account of how the data was analyzed so that other researchers can do the study again (explained more below in the 'red flags' section). Also, the interpretation of these results is in the discussion, so this is just more a listing of findings. Honestly, unless you've got training in stats or are just intuitive about data analysis, skip this.

*Discussion:* This section is what you really want! The first paragraph will often give a quick overview of the study and then other paragraphs unpack that summary in more detail including incorporating discussion of other research

that relates to this research question. This is where the authors will explain the results from the Results section in words. **This is the most important section for non-scientists who want a description in words of the study question as well as the findings.**

*Limitations and Future Directions:* In this section, the authors of the article should acknowledge that their work isn't perfect (no study is!) and mention ways future researchers can improve on the work that they've done. They'll also highlight things people need to keep in mind when thinking about the results of their paper that weren't part of the study but still impacted the findings (like if the study was conducted during a major societal event such as choosing a random example-, a global pandemic).

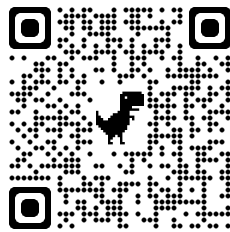
### Final Thoughts

As we stated in Part 1, **Science and knowledge are for everyone** and part of our mission here at CASD is to make that knowledge as accessible as possible to the families that we serve. Although we hope it's helpful, this is obviously a very brief overview of a complicated topic! For those who want a more in-depth look, click [here](#).

*This article was developed by Ashley Muskett, Ph.D., and with the assistance of Andrea Lopez, B.S., CASD research assistant and Laura Campos, B.A., CASD research assistant.*

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*Scroll down for a list of resources (including tools you can download), announcements of community programs, and research opportunities. Our goal is to help families and providers so please use this QR code or click [here](#) to give us feedback.*



**If you have feedback or suggestions, please scan the QR code and complete the survey!  
Thank you!**

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**Profiles Celebrating Neurodiversity**



## **Morénike Giwa Onaiwu**

Morénike Giwa Onaiwu, PhD is a global activist-scholar, author, and community leader who is passionate about human rights, justice, and inclusion. A proactive, resourceful professional and disabled person of color in a multicultural, neurodiverse, serodifferent family, Morénike, who is American-born to immigrant parents, possesses undergraduate and graduate degrees in International Relations, Education, and Interdisciplinary Humanities. Morénike is involved in various social justice advocacy endeavors including neurodiversity, public pedagogy, multimodal learning, anti-HIV stigma, participatory research, technology, disability justice, racial and gender equity, etc.

Morénike has shared the following about her own experience:

“My name means “Cherished One” in my family’s native language. I use both she and they pronouns. I am a disabled non-binary woman of color and the proud daughter of immigrants who came to America from Africa and ended up staying here in the US permanently, where my siblings and I were raised and where I still reside. Growing up, my family was working class (that’s a nice way of saying “kind of poor” now, I think?), but what we lacked in finances we compensated for with creativity and love. I’m a product of public schools and as a kid aspired to become an ambassador (until I realized how poorly-suited my personality would be for such a role). Instead of that, after college I worked in the nonprofit sector as well as in research and public health followed by a

stint as a stay at home parent, then going to graduate school, and later entering the classroom. I did a lot of volunteer and advocacy work throughout that journey (and I still do).”

Photo and text from Morénike [website](#)

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## 2023 Calendar of Events

### **Ford's Theatre Sensory-Friendly Performances**

**Where:** 511 Tenth Street NW, Washington D.C. 20004

**When:** Saturday, May 6, 2023 at 2 p.m.

Ford’s Theatre is committed to accessibility at all levels and is thrilled to offer a sensory-friendly performance for SHOUT SISTER SHOUT! This performance is designed for those with sensory sensitivities who might benefit from an adjusted theatrical environment, including individuals with autism or other social, learning or cognitive disabilities. Our Sensory-Friendly experiences aim to provide a safe environment where individuals and families can relax and be who they are. Theatrical adjustments for this performance of SHOUT SISTER SHOUT! may include:

- Adjusted overall sound levels in the theatre, especially for startling or loud sounds;
- Lights in the theatre will remain on at a low level during the performance;
- A reduction of strobe lighting and lighting focused on the audience;
- Designated quiet areas;
- Space throughout the theatre for standing and movement;
- Limited capacity to allow for space between parties;
- Ford’s Theatre staff trained to welcome and assist guests as needed.

Printed and digital resource materials from Ford’s accessibility committee will be available to prepare attendees for their visit.

This event is for families and recommended for ages 12+. Call (202) 347-4833 to purchase tickets. Tickets are \$25-35.

To learn more or to get tickets, [click here](#).

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### **Ford’s For Me: a Sensory Friendly Museum Experience**

**Where:** 511 Tenth Street NW, Washington D.C. 20004

**When:** Saturday, June 17, 2023 at 9 a.m.-11 a.m.

Ford’s Theatre is committed to accessibility at all levels and is thrilled to offer Ford’s For Me: a sensory friendly museum experience, in partnership with the National Park Service. This free event is a sensory-friendly museum program designed to create an experience that is welcoming for families and people with sensory sensitivities who might benefit from an adjusted theatrical environment, including those with autism.

The event will include a sensory-friendly performance of *One Destiny*. Adaptations for this museum experience may include:

- Pre-visit social narrative and other preparatory materials describing what to expect
- Lower sound levels, especially for surprising or loud sounds in the exhibits
- Thematic activities
- Reduced wait times
- Limited crowds at Ford's Theatre during the day and time of the experience
- Ford's Theatre staff trained to be inviting and accommodating to patrons' needs; and
- Allowance for the use of tablets and smartphones for communication.

This event is for families and recommended for ages 6+. Call (202) 347-4833 to reserve tickets.

To learn more or to get tickets, [click here](#).

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### **Free Parent Support Group**

**Where:** Virtual

**When:** Every Monday at 1 PM EST

Dr. Dan Shapiro, friend of CASD, will be offering a free parent support group, every Monday at 1 PM EST. To register, [click here](#).

Dr. Shapiro is offering new courses for parents of different age groups on a wide range of topics. Choose the topics that interest you. Real-life challenges. Real-life solutions.. To learn more about these courses, visit [parent-child excursions](#): More information on various programs can be found on his website: <http://www.parentchildjourney.com/>

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## Participate in Research

### **Unstuck & On Target High School Project**

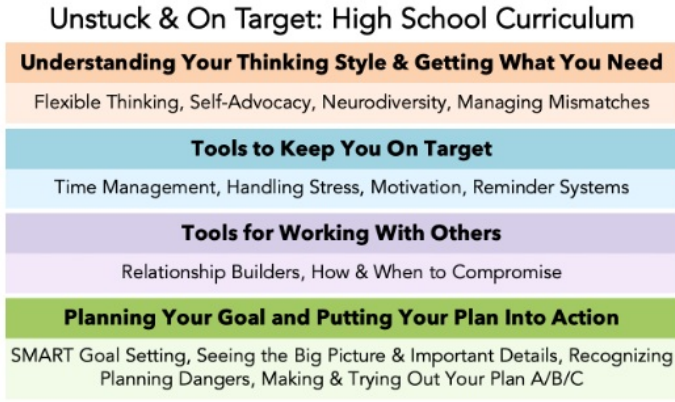
There is an exciting new research project from Children's National Hospital and we are looking to partner with local high schools in the DC Metro area!

In partnership with educators, autistic youth, and their families, autism experts from Children's National Hospital have developed an upward extension of the school-based *Unstuck and On Target!* curriculum for



**diploma-track, autistic high school students needing executive function and socio-emotional support.**

This research-based curriculum is designed to be taught at school and targets transition-readiness skills such as self-advocacy, flexible problem-solving, time management, and independent goal-setting and planning skills.



We have received funding from the National Institutes of Mental Health to evaluate the (free) curriculum on a larger scale, and **we are looking for schools to partner with**. Once we receive approval from the school district, we will provide participating schools with free training, materials, and ongoing support for school staff to teach *Unstuck* at local schools.

If you are a teacher or parent and are interested in hearing more about how to bring *Unstuck* to your high school or school district, please contact Julianna McKenna at [jimmckenna@childrensnational.org](mailto:jimmckenna@childrensnational.org).

### Praise from Parents & Teens

He has **needed less help** to complete schoolwork tasks. **Things got done** without me even knowing.

I learned that **being flexible isn't always giving in**. There are plenty of ways I can get what I want too.

It gave us **another way to communicate** without yelling or getting frustrated.

I think about what could happen, how I can **make the plan**, & how to make sure the plan **doesn't overwhelm me**.

### ASD Research Study

George Washington University and George Mason University are study brain development in autism. As part of the study, participants play child-friendly computer games while we track their gaze and brain function. Families can early up to \$90 for participating.



We are recruiting 5-17 year olds with an autism diagnosis.

If you are interested in participating, please contact Chelsea Armour:

- Email: [aarmour@childrensnational.org](mailto:aarmour@childrensnational.org) or [andilab@email.gwu.edu](mailto:andilab@email.gwu.edu)

# Ivymount Outreach Resource Guide

[Ivymount Community Outreach](#) partners with service providers to bring families a helpful one-stop spot for information. The Outreach Resource Guide 2023 is an online tool with information on 70 plus diverse organizations that provide specialized services. The Guide includes provider descriptions and links that help you easily navigate to meaningful supports.

[Click here](#) to view the Ivymount Outreach Resource Guide

## Unstuck & On Target Resources



**A resource for TEACHERS!**

- Free, asynchronous, online educator training
- First 600 to finish get 3.5 free CE credits!

Unstuck Elementary is a Tier 2 executive functioning curriculum

- Planning
- Transitioning
- Following directions

[Click here](#)

"One student had three meltdowns per day, and Unstuck reduced her outbursts to two a quarter."



**A resource for PARENTS!**

Free, online supports for preventing overload, compromising and staying motivated

Created by parents, educators, and experts

- 15 3-5 min videos
- 5 also in Spanish
- Tip sheets

[Click here](#)

"The videos made me feel less alone...and hopeful that there are more things I can try to help [my child]."



**¡Feliz Mes de la Herencia Hispana!**

Explora nuestros recursos en Español:

- Videos en Español
- Manual para padres en Español

[Haga clic aquí](#)

A continuación: Todos los videos traducidos al Español Grabación de seminarios web en Español para implementadores

Unstuck Elementary es un plan de estudios de la función ejecutiva de Tier 2 para estudiantes neurodivergentes

"Un estudiante tuvo tres crisis por día y Unstuck redujo sus arrebatos a dos por trimestre."



**Un recurso para PADRES**

- Apoyos gratuitos en línea para padres de niños con dificultades para manejar las emociones, concentrarse, hacer planes y más

Creado por padres, educadores y expertos.

- 5 videos de 3-5 minutos en español
- Hojas de consejos

[Haga clic aquí](#)

"Los videos me hicieron sentir menos solo... y con la esperanza de que hay más cosas que puedo intentar para ayudar [a mi hijo]."

The *Unstuck* author team has created short videos to help parents of children with executive functioning difficulties. Please click the playlists below to view the videos in both English and Spanish! **We have added new videos to address feedback from parents. Please click on our playlist to view our new 3-part video series on "troubleshooting."**



The videos made me feel less alone. --Parent

The strategies were very well explained. --Parent

**New Free Videos**  
**UNSTUCK**  
AND ON TARGET

Playlist of all  
videos

Recursos para  
padres



Click here for the  
video

### **The Talk—Black, Autistic, and Male: One Family's Experience**

We would like to share an interview with a family of a college-bound autistic young adult and an accompanying reflection by Tawara Goode, Director of the National Center for Cultural Competence and Director of the Georgetown University Center for Excellence in Developmental Disabilities.

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## Additional Resources

### **Arc Maryland, "Together We're Better"**

The Arc Maryland, with its statewide partners, provides a school inclusion program called ["Together We're Better" \(TWB\)](#). The objective of the program is to raise awareness of the value and importance of inclusion of students with disabilities. The program involves a 4-way partnership with the Maryland State Department of Education, the Maryland Developmental Disabilities Council, the Maryland Department of Disabilities, and The Arc Maryland. [Visit the website here](#) to see the different components to the program, broken up for elementary, middle, & high school students.

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### **DC Autism Collaborative**

The [DC Autism Collaborative](#) (DC-AC) has developed several resources for parents of young children and professionals (including health providers, early childhood educators, and community leaders) on topics related to autism spectrum disorder (ASD). All materials have been, or are in the processes of being, translated into both Spanish and Amharic. These resources can be downloaded as PDFs, though we encourage you to [visit the website here](#) as we plan to update these regularly.

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### **Pathfinders for Autism**

Pathfinders provides a list of programs for all ages including video group for spouses/partners of adults with Asperger's; Transitioning services and Job skills; Baby and Family Navigator programs, and new this month, Autism from the Autistic Perspective and free Pediatric Occupational Therapy Screening and more!



### **20+ free resources available to view anytime, anywhere!**

Enjoy these [information-packed free webinars](#) on your own or make them a powerful group learning event with your colleagues, friends, and family members. Topics include:

- Working/learning in groups
- Face-to-face communication
- Social anxiety
- Executive functions
- Children's stress
- Self-regulation
- Individual webinars on 10 core Social Thinking Vocabulary

Hosted by Social Thinking

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### **Supporting Mental Well-being**

Yetta Myrick, Executive Director/President of [DC Autism Parents \(DCAP\)](#) and CDC's Act Early Ambassador to the District of Columbia has multiple resources to share with families to support mental well-being.

[Tips to Help Parents Keep Calm Every Day](#)

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### **Additional Resources**

#### **Advocacy Resources**

[Autistic Self Advocacy Network-Navigating College: A Handbook on Self Advocacy](#)

#### **Resources on Anti-Racism**

[Spectrum Support's Social Stories on Racism](#)

[ASAN's What is Police Violence?: A Plain Language Booklet](#)

[@TheMorganCruise Worksheets for Black Children](#)

#### **COVID-19 Safety Resources**

[Behavioral Directions LLC's Safety Teaching Protocol](#)

#### **COVID-19 National and Local Government Resources**

[Centers for Disease Control and Prevention](#)

[World Health Organization](#)

[DC Department of Health](#)

[Maryland Department of Health](#)

[Virginia Department of Health](#)

[U.S Department of Education's Individuals with Disabilities Education Act \(IDEA\) Part C Dispute Resolution Procedures](#)

[U.S Department of Education's Individuals with Disabilities Education Act \(IDEA\) Part B Dispute Resolution Procedures](#)

Visit Children's National Hospital COVID-19 Resources

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