Uniquely Human: The Podcast

EPISODE 170

AN AUTISTIC EDUCATOR ON THE "NEW ABA", MASKING, COMPLIANCE AND BELONGING: A DISCUSSION WITH REBECCA ENGLE

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Meet The Hosts

[00:00:39] **Barry:** Hi, I'm Dr. Barry Prizant, clinical scholar, researcher, and consultant on autism and neurodiversity, and a Brooklyn boy raised in the big city.
[00:00:49] **Dave:** And I'm Dave. I'm none of those things, and I grew up on a farm in Illinois. But being on the spectrum myself, I have plenty of personal insight to lend.
[00:00:59] **Barry:** And this is Uniquely Human: The Podcast, a show that illuminates and celebrates autism and neurodiversity.

Introducing Rebecca Engle

[00:01:15] **Barry:** Today on Uniquely Human: The Podcast, we have a very special guest — Rebecca Engle. Rebecca, welcome.
[00:01:24] **Rebecca:** Thank you for having me.
[00:01:26] **Barry:** It's a pleasure to have you here, and I think this is going to be a very, very important discussion — one that many people have urged us to have, and that has crept into previous podcast episodes. Now we're going to focus on so many issues around applied behavior analysis, the new ABA,

some of the debates, and your personal experience as well. A little bit more about you: Rebecca is an ADHD and early-diagnosed autistic educator, special education advocate, author, and nationally recognized public speaker, passionate about creating more inclusive, accessible, and humane educational systems. She holds a master's degree in educational policy and leadership from Texas Tech University, and works in special education and dyslexia instruction. Her advocacy focuses on neurodiversity, trauma-informed education, regulation before rigor — I love that phrase — student rights, and ending harmful practices such as seclusion and restraint in schools. Through teaching, speaking, writing, and advocacy, Rebecca works to ensure that students are understood for their strengths and supported as whole human beings. Your bio makes it so clear why you are a perfect guest for Uniquely Human: The Podcast.

Rebecca's Personal Journey

[00:02:51] **Barry:** Rebecca, would you share a little bit about your personal journey? And by the way, you talk about how much we want people with lived experience in the trenches — Rebecca is a teacher, and she is on her lunch break right now. So go ahead, Rebecca.

[00:03:10] **Rebecca:** Well, where do I begin? When I was little, I was prone to sensory meltdowns and seizures. I was completely non-verbal until I was five years old and only said 22 words during that timeframe. Some would also say non-speaking — but I didn't have alternative communication or anything. I just screamed, so I would say non-verbal in my instance. And then I continued to grow as I went through the school system. I went all the way into fifth grade with speech therapy. At the end of fifth grade, they said, "She's free," and released me from all special education services into middle school and high school, which, looking back, was rough. It had its pros and cons. But there's that journey — I went from being a completely non-verbal child to graduating high school, getting my bachelor's and my master's.

Services Ended Too Soon

[00:04:31] **Barry:** I've met quite a few first-year college autistic students through a program I'm involved with, and several of them described a similar trajectory — feeling that support services were withdrawn prematurely. You said people told you, "You're free now. Everything's okay." Did you feel that you could have benefited from more services, or did you really feel free?

[00:05:09] **Rebecca:** I think I could have benefited from services. My mom was scared of bullying — but instead of being bullied for receiving services, I was bullied for not blending in and not having social skills. While I was verbal, I didn't know when to stop talking, or when it was appropriate to say something. Even now I have moments where people tell me, "Becca, you're making this about yourself and it's not the time." I've had to learn that skill. Social skills services would have benefited me drastically in the school system — even counseling. I had a healthy home life, which helped. But in school I was very hard to read, and I struggled to read other people. Academic services probably would have helped in some classes too. Because in fifth grade I was a straight-A student, they said, "She doesn't have any academic needs."

[00:06:17] **Barry:** Having a good family life is what we call a very important protective factor against some of the challenges that arise.

Beyond the Behavior Lens

[00:06:27] **Barry:** Let's get right to the heart of your writings and your work. Your writing challenges the idea that behavior is the primary lens through which we should understand autistic — and I believe you would say all neurodivergent — students. What do we miss when that's the focus and we just try to change behavior?

[00:07:05] **Rebecca:** When we look only at changing behavior, we're ignoring so much about the nervous system. We're ignoring so much about a student's ability to meet capacity. If you're familiar with my work, you know that I have a capacity framework designed around creating predictability, adjusting environmental demand, pausing before interpreting observable behavior, allowing regulation, communicating clearly, and investigating patterns — all of which feed into that capacity framework and away from a pure compliance lens.

[00:07:54] **Barry:** Terms we use that are so complementary: be curious, be humble, be a good observer. Don't walk in with predetermined assumptions and just fit what you observe into categories that others

say we should put our students in. And such an important issue in supporting all children — but especially autistic and neurodivergent children — is being trauma-informed.

The Newer, Kinder ABA

[00:08:31] **Barry:** That brings us to the discussions of what some people refer to as the newer, kinder ABA, which falls under a category of naturalistic developmental behavioral interventions. One thing I need to put on the record: in the original 2015 article about NDBI, they included a model we developed called the SCERTS Model, and that was wrong and inaccurate. SCERTS is a developmental, person-centered, relationship-based model — it does not come out of applied behavior analysis. People ask me about this all the time. So with that on the record — the newer, kinder ABA. You've written in very detailed ways about why some of what it claims simply can't be the case.
[00:09:32] **Rebecca:** You want me to just go off on that?
[00:09:36] **Barry:** Absolutely. Yes.

Clay, Tokens, and Compliance

[00:09:39] **Rebecca:** I witness ABA quite often as a special education teacher when I go into those classes to support kids. And it's the compliance over the communication. I see it a lot with kindergartners and younger grade levels especially. Most of those kids are still learning how to communicate their needs, understand their emotions, navigate social expectations, and cope with the overwhelmingness of the world. Even the newer versions of ABA avoid much of the additional time needed for processing, communication tools, and sensory supports.

[00:10:34] **Rebecca:** Recently I witnessed a fourth grader going through ABA services, and her safe thing is clay. She had to earn five tokens to get the clay. They wanted her to count five base-10 blocks, then three base-10 blocks, and once she completed five problems she got her clay. And all she wanted to do was build a cat. My immediate curiosity was: "Why can't she just build five cats to show you the number five? Why are we demanding she do it with the blocks?" She'd still be addressing the skill — in Texas we call the standard TEKs — but she gets her safe tool in the process. So I asked, "Why do you have to do it this way?" They never took tokens away; they didn't say, "You didn't answer, we're taking a token." But they made her work to earn the five. And then, speaking privately a few feet from the child, they said, "I'll give her two minutes, and then I'll actually give her five — but I want her to communicate that she needs more time." I said, "What if after five minutes she needs more time? Are we going to ignore that communication? What if she needs eleven minutes today?" And they said, "She doesn't get eleven minutes — she needs to learn that." My first question was: "Who decided five minutes is enough?"
[00:12:36] **Barry:** And again, that's looking through a neurotypical lens rather than a child-centered one. We know that so many autistic adults tell us the world moves much too fast, and they need far more processing time. And something you said touches one of our mantras: a child should never have to earn what is regulating. If you're told "you have to earn this thing that regulates you," it makes no sense — regulation is what supports active engagement and learning. It just doesn't.

Control Versus Development

[00:13:23] **Barry:** You also talk about what is at the heart of applied behavior analysis — the idea that we pre-designate what we hope to pull out of the child. Even going back to Skinner, it's all about control. And that flies in the face of what we know supports child and human development. Could you speak to that specifically, and then turn it over — what do we actually hope to do with autistic and neurodivergent kids that genuinely supports their development and their sense of self?
[00:14:14] **Rebecca:** With the history going all the way back to the early 1900s and before, there is that behaviorist tradition. And when we apply this framework to autistic children without adequately considering developmental science, communication, and sensory needs, we risk confusing behavioral control with actual development. Human development should never be about producing a child who follows every instruction. It's about developing a person who can communicate, build relationships, make choices, understand themselves, and navigate the world independently.

[00:15:00] **Rebecca:** When we're talking about autistic children, we have to ask what we actually want them to gain from the intervention we're providing. Do we want them to stop moving their hands, make

eye contact, sit quietly, and comply with adult demands? Or do we want them to communicate when they're overwhelmed, recognize their needs, develop meaningful relationships, and access education in a way that works for their brain? Those are two very different goals. My concern has always been that when we focus too heavily on controlling observable behavior, we overlook what that behavior is communicating or signaling. I'm controversial in that I believe behavior is a signal of need and not always communication. A child who runs away might be escaping sensory overload. A child who refuses a task might not understand the instructions, or might lack a reliable way to communicate that they need help. A child who stims might be regulating their nervous system. If our first response is to eliminate the behavior rather than understand it, we end up removing a coping mechanism without addressing the underlying need.

[00:16:31] **Rebecca:** We especially need to be careful with young children because they're still developing everything they have. And especially with the planned ignoring aspect of behavioral interventions — just ignoring the child — that only teaches them to suppress natural movement. That doesn't mean we abandon teaching skills or providing structured support. It means we ask whether the skills we're teaching are genuinely improving the child's life. As an autistic educator, I want us to constantly move from asking "how do we change this child's behavior" to "what is this child developing, what support do they need, and how can we help them thrive without requiring them to hide who they are?" The ultimate goal should never be to create a child who is easier to control. It should be to support a human being who is increasingly able to understand themselves. The goal of ABA has never been for the child to understand themselves — it has been for them to blend in with the people around them.

[00:17:22] **Rebecca:** And realistically, no brain is the same. I could take seven neurotypical brains without autism or ADHD, and all seven will have different responses. There's a fun test where you take the back of a pen, make an X on someone's palm, and see how the hand reacts — everyone's is different. The brain is so incredible. So trying to get someone to blend in with a neurotypical expectation is, for one, culturally offensive depending on where this person comes from — and most of what ABA looks at is Western normative behavior.

Planned Ignoring

[00:18:18] **Barry:** I want to start with planned ignoring, which is still used very often even in programs that call themselves the newer, contemporary ABA. Based on operant conditioning, the logic is: if we pay attention, we're just reinforcing bad behavior. But what message does it give a child about the possibility of other people being a regulating presence? Children learn what other human beings are about by how we respond when they're feeling distressed. That's co-regulation — what we call mutual regulation.

A Trauma-Informed Response

[00:19:28] **Rebecca:** My biggest concern with planned ignoring is the message we unintentionally send a child in distress. If a child is crying, overwhelmed, struggling to communicate, maybe experiencing sensory overload — and the adults around them are deliberately withdrawing attention because they believe responding will reinforce the behavior — what are we teaching that child about seeking help? About communicating their needs? From a trauma-informed, neurodiversity-affirming perspective, we have to distinguish between reinforcing a behavior and responding to a human being who needs support. Attention is not inherently a reward, and responding to distress is not the same thing as reinforcing that distress.

[00:20:11] **Rebecca:** We know that behavior can be influenced by consequences, but that is not the whole story of human development. Children develop through relationships, mutual regulation, communication, and experiences of safety with trusted adults. When any child — but especially a young autistic child — is overwhelmed, they may not have the language or developmental capacity to explain what's happening. Their behavior may be the only way they can communicate that something is wrong. One of the things I struggle with in planned ignoring is that if we automatically interpret a child's distress as attention-seeking or manipulative, we overlook the actual reason they are struggling. Is the classroom too loud? Did they forget something in another room? Is the child experiencing anxiety?

Kindergarten Transition Story

[00:20:58] **Rebecca:** I'll give a perfect example. At the school I teach at, kindergartners go through about seven transitions a day.
[00:21:04] **Barry:** Wow. Seven.
[00:21:06] **Rebecca:** I've worked with children who were completely non-verbal in kindergarten. One left her safe object in a room, and as she was walking down the hallway, I saw her start to fall apart. When she spotted me, she immediately hugged me — and she's not that type of kid; she generally avoids physical touch. So I thought, "Interesting." She grabbed my hand and started walking me and pulling me in a direction, completely leaving her class behind.
[00:21:41] **Barry:** She knew exactly what she needed.
[00:21:42] **Rebecca:** We got there, and about ten teachers offered all these assumptions: "She just doesn't want to be in class," "She wants to play with the computer," and so on. The second this child walked in, she grabbed her safe object, and the crying immediately stopped. I let her communicate by leading the way. I didn't say, "Be good, you'll get it later" or "You're fine." I let her lead, and she wasn't hurting me — there were so many ways she could have communicated her distress in a harmful way, but grabbing my arm was the least of them. When I think about that, I think about the attachment and trauma implications. For a child who has experienced neglect, rejection, restraint, or repeated invalidation, having an adult deliberately ignore their distress is threatening. We cannot assume that every child will interpret planned ignoring as a neutral behavioral intervention. It should never become a blanket strategy for ignoring a child's distress.

Boundaries Without Disconnection

[00:23:16] **Rebecca:** Even as an adult, a simple "Hey, give me a second, I'm trying to think" — said to a child — shows them how to communicate, "Pause, I'm overwhelmed." You may be overwhelmed and need a moment to process your own needs. But say it verbally: "I need a second. I'm overwhelmed too. How can we work together?" We can set boundaries without withdrawing connection. We can avoid reinforcing an unsafe behavior while still acknowledging the child, maintaining safety, and teaching a more effective way to communicate. A child should never have to become quiet enough, compliant enough, or visibly distressed enough to prove that they deserve help — from me or from any adult.

Rebecca's Childhood Shutdowns

[00:24:10] **Rebecca:** As a child, when I became distressed, I often went quiet. I would just shut down. But when I had food dye in my system — which my mom later discovered was one of my triggers — things looked very different. I want to be clear: I do not think food dye causes autism, or anything like that. I'm autistic with or without food dye in my system.

Food Dye and Overload

[00:24:43] **Rebecca:** Like any food can do for some people, food dye affected my behavior individually. It made my stimming more prevalent. It made me overwhelmed. My eyes would get red, and I would crave it almost like an addict — getting watery and physically shaky. And my mom would tell me, "Stop, stop, stop." Even at 11 or 12 years old, when I could physically tell her, "I can't" — because I was so overwhelmed and distressed.

Masking After School

[00:25:29] **Rebecca:** But at school, I grew up in the generation of "put your clip up, put your clip down" — and I was so prone to wanting to be good that I demanded a lot of myself. I would mute myself to stay quiet and reserved. And then I'd get home — now we're beginning to talk about masking, right?
[00:25:57] **Barry:** Yes — masking.
[00:25:59] **Rebecca:** I would get home and just freak out. I was a behavioral nightmare after school because I was so overwhelmed from the day.
[00:26:08] **Barry:** The pressure to mask, the pressure to control — even though your neurological system is saying, "I need to do something different right now." And you really brought together the issue of communication and regulation — which ties back to planned ignoring.

Learning to Ask for Help

[00:26:30] **Barry:** One of our favorite guests on this podcast is Lori Hickman — she's an author and does community and mental health work online for autistic people, and she's autistic herself. She talks about how she didn't firmly understand that it was okay to ask for help until she was an early teenager. It wasn't about a lack of speech or communication — it was the whole concept that other people can be of assistance to you, especially when you're confused or dysregulated. And you touched on that with the story about the little girl taking your hand. She knew what she needed, and at her level she was doing everything she could to communicate that. You saw it — but unfortunately, other people, who may very well be good people, just didn't respond to it.

New Book: Every Brain Belongs

[00:27:32] **Dave:** So Barry, it's been more than a decade since Uniquely Human was published, and I'm sure people are all over you: "When's the next book? What's the next big project?" So let me ask on behalf of everybody listening — what's next?

[00:27:50] **Barry:** Tom Fields-Meyer and I just finished our next book. It's not simply Uniquely Human the third — it's a much broader book. It's called Every Brain Belongs, and big thanks and kudos to Dr. Mel Houser, who let us adapt the name of her practice, All Brains Belong. It is firmly grounded in this podcast — we tell the stories of so many people we have interviewed, including one Dave Finch.

[00:28:31] **Dave:** I forget sometimes that I'm a participant in the bigger discussion of the podcast, because I'm on the inside. But this sounds like an awesome work — you and Tom as this really dynamic duo, capturing a very big picture and making it easy to access and understand for everybody. We've shared so many amazing stories on this podcast, and where do you even begin to summarize? Well, what you can do is start teasing out the themes that emerged over the years, and some of the incredible insights that have left us both blown away at the end of so many interviews. Most of the time we're saying, "Holy mackerel, that was an amazing conversation."

[00:29:23] **Barry:** Let me give a teaser. I just got another email from my distant buddy, Brazilian policeman Saulo Barbosa — who we interviewed on our podcast and who had read Uniquely Human — and long story short, he has discovered his purpose in life as a late-diagnosed autistic policeman. He is literally training police and military staff all over Brazil on how to be sensitive and supportive of neurodivergent people.

[00:30:01] **Dave:** Amazing. That's just it — being able to change lives, whether it's one at a time or an enormous domino effect, like we're hopefully seeing throughout Brazil in terms of how first responders are engaging.

[00:30:20] **Barry:** Absolutely. And the stories — I know a lot of people hate this word, but they are so inspiring. Some are funny, and they're all based on the friendships we've developed with new people we met on the podcast, as well as people Dave and I have known for many years. It is Every Brain Belongs, and it is now available for pre-order on Amazon. The not-so-great news is it won't be published until early April. But I'll be working on the narration until then — so check it out.

[00:30:59] **Dave:** We'll take it whether it's April 2027 or January — we're just happy you've rolled up your sleeves and gotten back to work. Available for pre-order on Amazon: Every Brain Belongs, by Dr. Barry Prizant and Tom Fields-Meyer. I'm pre-ordering mine, and I would expect everybody listening to be pulling up their Amazon app right now and doing the same. Congratulations — I can't wait to read it, and I hope you said nice things about me, though I don't expect anyone to.

[00:31:37] **Barry:** Very, very, very nice things about you.

[00:31:41] **Dave:** Fantastic. All right, Barry, congratulations. And now, on with the episode.

School Day Meltdowns

[00:31:48] **Barry:** Going back to what you touched on — trying to behave well in school and then falling apart at home. I know so many parents talk about this: "Oh, he had a great day at school" — and he comes home and is just exploding, running at a high arousal state. You experienced that firsthand. What does that mean for educators, clinicians, and parents trying to understand it?

[00:32:29] **Rebecca:** This is where we have to look at the difference between a child who is genuinely regulated and a child who is working incredibly hard to appear regulated. One of my biggest concerns — as we talked about with planned ignoring — is that we unintentionally overlook that regulation factor. A child doesn't always know they're overwhelmed or need a break, even if they can or cannot communicate it. When we see a child who seems regulated at school, we need to ask: were they fully

regulated, or were they performing regulation and then releasing that dysregulation when they got home? It's so important as an educator to teach students how to genuinely regulate themselves at school — not just appear regulated.

Bathroom Breaks as Regulation

[00:33:26] **Rebecca:** Something I see a lot in ADHD kids: in order to regulate their bodies, they go to the bathroom — because they want to stim, release energy, or do something to regather their ability to go back into the classroom. And the first response is to limit how many times they go, but nobody ever asks, "Why are you going to the bathroom?" I was the kid who went to the bathroom a thousand times throughout high school to regulate. My first year teaching, I started looking at kids and thinking, "Are you really using the bathroom, or are you overwhelmed in class?" If it's a medical concern, let's address that. But if not — I can build breaks right into my classroom, which is a lot more comfortable. "You can sit on the rug in the special ed room for twenty minutes if you need that." And they'd look at me like, "Really?" And I'd say, "Really." My responsibility as a teacher is to make sure these children are genuinely regulated, to meet that need, and to communicate with parents. I want to know if your child is a ping pong ball at home — because if they are, I can address that at school.

Home-School Communication

[00:35:01] **Rebecca:** One of the things I love about the district I work in is that we do home visits — I actually get to see these children at home. A lot of them happen right after school, so I get to arrive at 4 o'clock and see how they're acting there. Do they go straight to the TV and sit still? Are they jumping around or needing to be with friends? Do they run outside? Do they need social time? What is their response? And I love when parents tell me, "At home, they do this," or "At home, they're perfectly fine — why are they a mess at school?" And — maybe they are fine at home. That communication between home and school is so important.

[00:35:59] **Barry:** And we could also ask: what does "being good" actually mean? Does it mean actively engaged? Does it mean doing an activity that helps them regulate, even if it's solitary? What you're describing connects to something my colleagues and Dr. Amy Laurent have discussed — the whole notion of an emotional regulation plan. A behavior plan is about "we've got trouble, how do we deal with it." An emotional regulation plan is from the time you wake up to the time you go to sleep — what do we do that best supports regulation, in a way that's a good match for the activity you're engaged in? And you gave a beautiful example of how being family-centered and connecting with families opens up so much more possibility for doing that.

What Inclusion Really Means

[00:37:03] **Barry:** Let's talk about inclusion. You've stated that inclusion is a lot more than putting a child in a general education classroom. Why don't you share your thoughts on what true, authentic inclusion looks like — and how far off base we are when we think physical presence with other kids is enough?

[00:37:30] **Rebecca:** I was an inclusion kid. I was in a life skills, self-contained unit in pre-kindergarten, and then my parents requested I be moved to general ed. However, the gen ed teacher I was placed with had no special education training or certificates — they put me there because that teacher had also had my very neurotypical siblings. I've always said: placement is not inclusion, presence is not participation, and access is not the same thing as belonging. You can put an autistic child in a general education classroom for eight hours a day and still exclude them from the learning, the relationships, and the experiences. If a child is expected to sit still, suppress themselves, and tolerate overwhelming sensory experiences — are we really meeting their needs? Is that really inclusion?

[00:38:34] **Rebecca:** As a teacher, I really believe that inclusion requires us to look at the entire environment. Are we providing all the appropriate accommodations? Are teachers trained to understand the learning profiles in their classroom? Are we offering multiple ways for students to communicate? So commonly I see autistic kids thrown back into gen ed, and when I ask about alternative communication — an iPad, an AAC device, anything — I'm told, "Oh, they're verbal, they're good." But being verbal and being able to access words are two very different things. I'm verbal — but if you put me in the middle of a concert and start asking me calculus, I cannot answer your question. Having multiple communication pathways for any child, even a verbal child, isn't hurting them. It's not reducing language.

[00:39:40] **Rebecca:** We have to talk about the adults too. You cannot build meaningful inclusion by placing a special education teacher in a classroom without adequate planning time, training, or resources — or collaboration with the general education teacher. My first year teaching, I was co-teaching with a teacher who would only provide accommodations to students who were medicated. This teacher was a former special education teacher. I had to fight that at a Title I school, arguing, "Some of these kids can't even access medication — and that's a parental decision, not ours. Not providing accommodations also breaks the law." Not providing accommodations isn't just ethically wrong — it's a legal issue.

Beyond Placement and Funding

[00:40:53] **Rebecca:** So often, inclusion is measured solely by where a student spends their day. Many schools and states are moving to a funding model where the funding of a special education child is calculated by how many minutes they're in a special ed setting or working with a special ed teacher. So if a child is in an inclusion setting with no special ed teacher present, that time isn't funded. And I have a quote that went quietly viral: "You don't put a wheelchair user in a stair competition and expect them to perform at their best — and you can't put an autistic person into sensory chaos and call it inclusion."
[00:42:04] **Barry:** That's exactly right. Over the years there's been a bias that if a child has extra support, or uses what we call a flex room — a place to regulate, a place to take breaks from the so-called inclusive classroom — that's seen as segregating or stigmatizing the child. But we see it as getting the support that's needed. When you have that, you come into the inclusive classroom with more gas in your tank. You're not running on fumes from an overwhelming sensory situation all day.

The Compliance Trap

[00:42:51] **Barry:** There's one issue that often comes up: a child who is frequently dysregulated — perhaps due to biomedical or environmental factors — and parents are told, "We have to get this child's behavior under control, and that's the only way to prepare them for moving through school and into adulthood." In other words, compliance-based intervention. The more a kid experiences dysregulation, the more you focus on compliance. What would you want those people to know, from your own experience as both an educator and a student who experienced that?
[00:43:39] **Rebecca:** A compliant child is not a healthy child. A compliant child is not a safe child. A compliant child is not a regulated child — and not necessarily a successful child. We have become far too comfortable measuring success by how well a child follows directions. We celebrate children who sit quietly, make eye contact, stop stimming. As an autistic educator, I know that looking fine and being fine are two very different things. I talk to people all the time — growing up, I would say, "I need this, I don't feel well right now," and hear, "You're fine. You have a good life." And I didn't get a lot of what I probably needed.

[00:44:38] **Rebecca:** Part of that was out of fear of communicating — and compliance stopped me from communicating. Obedience is not the same thing as learning. When we teach a child to follow every adult instruction without question, what happens when that child grows up and encounters an unsafe adult?
[00:45:00] **Barry:** Absolutely. That's such an important point.

Closing Reflections and Thanks

[00:45:03] **Barry:** Rebecca, there are so many more issues I wish we could get to. I know you need to get back to your classroom, but you have raised so many important things — and what I'm particularly struck by is your lifelong perspective, and how many different ways you can look at not only your own experience but the experience of the children and families you support. Any final thoughts? We have a very diverse audience — lots of parents, professionals, and autistic self-advocates. A few points you'd like to leave us with, based on your personal experience and expertise as an educator.
[00:45:51] **Rebecca:** Feel free to reach out anytime — I'm sure you'll put my contact information in the show notes. I'm very happy to help with whatever you need. My goal in life is to make sure that autistic people, ADHD people, people with every type of different brain can communicate and work together to create a better world. And thank you so much for having me and for inviting me today.

[00:46:32] **Barry:** Thank you for fitting us into your very busy schedule. I know our listeners are going to learn so much and take away so much from what you've shared.
[00:46:41] **Barry:** Thank you. Take care, and let's stay in touch, Rebecca.
[00:46:44] **Rebecca:** Yes. Thank you so much.
[00:46:45] **Barry:** All right. Take care. Bye-bye.
[00:46:47] **Rebecca:** You too. Bye.