



Salvesen Mindroom Research Centre
impactful neurodiversity research



Associate Professor Lotta Borg Skoglund who delivered the sixth annual Salvesen Lecture in November 2024, pictured with Prof Kim Graham, University of Edinburgh Provost.

Salvesen Mindroom Research Centre
annual report
2024-2025

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Director's Statement

I'm delighted to be writing this as the Centre's new Director, having stepped into this role in Summer 2025. I'm a long-term Centre member and very enthusiastic about its work, so I'm thrilled to have this opportunity to lead the Centre's research, impact work and collaborations!

2024/25 has been a year of change for the Centre. Prof Sue Fletcher-Watson stepped down as Director after an incredible six-year tenure. During this time, Sue's work ensured that the Centre made huge strides in research focused on addressing the inequalities that neurodivergent people experience in society. One of Sue's particular highlights was the amazing 'It Takes All Kinds of Minds' conference in 2023, which she co-chaired with Sophie Dow, founder of the Salvesen Mindroom Centre (known as Mindroom) charity. Sue has built a thriving research Centre with an international reputation, and we are delighted that she will remain with us as a Centre member.

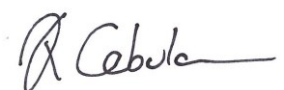
The year also brought sadness, with the passing of Alastair Salvesen in late 2024. Alastair's generous philanthropy enabled the creation of the Centre a decade ago, and he was a constant champion for its work. His kindness, vision, and support made a positive and substantial difference, enabling the Centre to grow and the Centre's members to work with and support many neurodivergent children, young people and adults. The ongoing work of the Centre represents an important part of Alastair's legacy, which we are honoured to continue.

The Centre has moved to the Moray House School of Education and Sport at the University of Edinburgh, whilst retaining Centre members across the University. This will enable us to continue to build interdisciplinary work involving many disciplines including Psychology, Informatics, Health in Social Sciences, Medicine and allied disciplines, whilst also ensuring good connections with those working in Education and of course with neurodivergent children and young people themselves! We are also delighted to be maintaining and growing our partnership with the Mindroom charity, and have been making some exciting plans with them for 2026!

We were delighted to welcome a number of new Centre members this year. Dr Samantha Friedman joins us from the School of Education and Sport. Sam's work focuses on autism, nature, wellbeing, and the intersection of these topics. She is particularly interested in supporting autistic and other neurodivergent young people through nature-based learning. We also welcomed four new postgraduate researchers: Miranda Eodanable, Uffaq Mastoor, Becky McGinney, and Kyleigh Melville: all working on really exciting research – you can read more about it in this report.

As ever, we had some goodbyes this year...Holly Sutherland and Reesha Zahir graduated from their PhDs and are now working as postdoctoral research fellows (at Cambridge University and UCL respectively). Charlotte Webber (from our NEST project) has moved on to a Chancellors Fellowship at Strathclyde University. The Diversity in Social Intelligence project also finished up this year, and we said goodbye to Themis Efthimiou, who is now an Evidence and Impact Advisor at MSI Reproductive Choices, and Charlotte Wilks who has moved on to a postdoctoral position at Durham University. Finally, Sue Davidson took early retirement this summer and while she is sorely missed, we know she is enjoying interior design in her new home and lots of travelling!

It's been a year of many changes for the Centre and lots of exciting new beginnings! I can't wait to see how the Centre continues to develop over the year ahead.



Dr Katie Cebula (Director)

Research Highlights

One of the most exciting pieces of research this year for the Centre has been the publications from [Dr Catherine Crompton's](#) replication study 'Diversity in Social Intelligence'. This was conducted in partnership with colleagues in Nottingham, UK and Dallas, USA. The work explored how autistic people communicate and share information with each other and with non-autistic people. The research involved 'diffusion chains', in which stories containing multiple pieces of information were shared with one person, who shared it with the next person, and the next and so on. The researchers looked at three different types of groups: all autistic participants, all non-autistic participants, and groups which alternated between autistic and non-autistic participants.

Findings showed that autistic and non-autistic groups shared the same amount of information as one another. Mixed groups also performed similarly. The research team also found that people shared the same amount of information whether or not they knew they were in an autistic, non-autistic or mixed group. They also found that non-autistic people preferred interacting with non-autistic people, that autistic people preferred learning from autistic people, and that mixed pairs had lower rapport than non-mixed pairs.



Finally, the researchers found that people who knew their interaction partner's diagnostic status had better rapport than those who didn't. The study findings validate the presence of effective communicative skills in autistic people, even if they do not necessarily adhere to non-autistic social norms. Great to see these important findings published!

Image from the animation produced by the team to explain the study.

See: <https://edin.ac/4iZw9TJ>

Also this year, [Dr Alyssa Alcorn](#) (now University of Bristol) from the [Learning about Neurodiversity in Schools \(LEANS\)](#) team led a 2025 follow-up survey of LEANS resource downloaders. This captured a sample of the ways in which people used the LEANS content and its perceived impacts, as well as barriers to use. Many thanks to the 383 people who completed this survey in the UK and around the world!



Results are in preparation, with publicly available reporting expected in 2026. This project also supported a "research apprenticeship" for two first-year students at Bristol.

Dr Sam Friedman has been involved in NIHR-funded research this year - The FEAST Project: Food and Eating Environments in Alternative Education and Special Schools Study. This work, led by the University of Birmingham, explores food provision and eating environments in special schools and alternative provisions. The research explores the nutritional quality of meals, the actions taken to support health eating, the factors influencing food provision and eating cultures/environments, and the best methods for engaging pupils, families and school staff in research on this topic. This research will have important practical implications for ensuring that neurodivergent pupils have positive experiences of meals – something that we know is an important focus for many schools.



Dr Katie Cebula published research from the GENetic Intellectual disability SYndromes family Systems (GenISYS) study, funded by Baily Thomas and conducted with colleagues at the Universities of Durham and Warwick.

The research sought to better understand the sibling relationships of young people with Williams syndrome. This syndrome is associated with hypersociability and anxiety, which might be predicted to impact siblings' relationships, but this has never been explored previously from young people's own perspectives. Findings particularly highlighted young people's skilful navigation of their sibling relationships across home and school, and how the relationships were strengthened by the neurotypical child having good knowledge of Williams syndrome.

The Centre was also delighted to host **Matt Klein** from Texas A&M University. Matt came to work with the Centre to develop research exploring how parents support the sibling play of autistic children, looking at neuro-affirming support approaches. Matt is now back in the USA, continuing to develop this research.



We were delighted that Centre associate member, **Dr Karri Gillespie-Smith** has been awarded Medical Research Foundation funding, led by Dr Fiona Duffy, as part of the Eating Disorder and Autism Collaborative (EDAC). This will enable them to continue adapting Child and Adolescent Mental Health Services to improve clinical experiences and outcomes for Autistic young people with eating disorders. EDAC also have two studies recruiting at the moment, both focused on eating disorders, one with people with Intellectual Disabilities and one with Autistic individuals.



To find out more and for recruitment details and eligibility criteria see: <https://edacresearch.co.uk/get-involved>

The Centre's postgraduate researchers have been at the forefront of some really exciting research this year! We were delighted that [Holly Sutherland](#) and [Reesha Zahir](#) both graduated (though we were sad to see them leave!)

[Holly's](#) PhD was funded by Medical Research Scotland and Scottish Autism, and entitled "*The same, but entirely different*": reframing autistic social communicative (dys)function through mixed methods research. Holly's research explored autistic people's own accounts of their social communication style and interactions, looking at aspects such as signalling behaviour and experiences of talking to autistic and non-autistic people. Holly noted that findings "highlight the complex interplay of autistic differences/difficulties with autistic people's social environment, and emphasise the role that neurotypical-normative environments play in constructing autism as a social communication disability."



[Reesha's](#) thesis "*Investigating mechanisms underpinning sleep problems and links to mental ill health in autism*" included research co-produced with experts by lived experience. The first study utilised longitudinal population data to investigate changes and associations in sleep and mental health from childhood to adolescence, finding that autistic and non-autistic young people displayed distinct developmental trajectories of sleep and mental health, with the window between 5 and 7 years particularly important for intervention. The second study captured sleep and mood data to gain preliminary insights into short-term associations between these in autistic adolescents, finding preliminary evidence that poor sleep predicted worse next-day mood in autistic adolescents – but not the reverse. We wish Holly and Reesha all the best in their new posts!

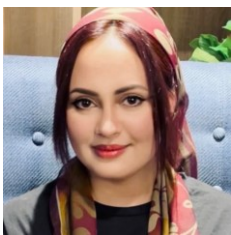


[George Watts](#) is continuing with a Scottish Graduate School of Social Sciences (SGSSS)-funded PhD at Durham University, in collaboration with Scottish Autism and with co-supervision from [Dr Catherine Crompton](#). This research explores the experiences of autistic communities for adults with varying levels of support needs. George has just finished a study which involved setting up a peer support group for autistic people in a day service with autistic volunteers to examine interaction between autistic people with differing types of support needs. Another Centre postgraduate researcher, [Mark Somerville](#), is continuing with a PhD exploring the experiences of camouflaging in autism and associations with mental health.

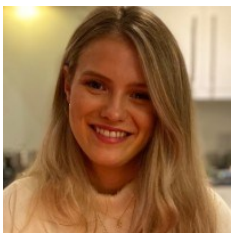
The Centre was also delighted to welcome four new [postgraduate researchers](#) this year...



[Miranda Eodanable](#) is exploring experiences of adolescents with fetal alcohol spectrum disorder (FASD), focusing particularly on support and self-identity. She is exploring this from a range of perspectives, and has completed an innovative photovoice study with young people with FASD and now moved on to work with medical and education practitioners. We were delighted to see her work with young people published last year! You can see the young people's photo exhibition from this study here: <https://www.adoptionuk.org/fasd-research>



[Uffaq Mastoor](#) has just joined the Centre. Uffaq's Wellcome Trust-funded PhD focuses on interictal epileptiform discharges in EEG in children with early onset epilepsy and on later cognitive and neurodevelopmental outcomes. She's just registered her first systematic review.



[Becky McGinney](#) is funded by SGSSS and is co-supervised with Scottish Autism. Her work is focusing on quality improvement of autism education in mainstream secondary schools. Her first two studies, exploring school quality improvement from the perspectives of pupils, school leavers, and staff are just drawing to a close – results expected soon!



[Kyleigh Melville](#) is also funded by SGSSS. Her research focuses on multi-sensory environments, and explores school staff and neurodivergent students' experiences using mixed methods and community-informed approaches. Kyleigh recently recorded an episode of the Tooled Up Education podcast, hosted by Dr Hope Christie, on effective use of multi-sensory spaces in schools. You can listen here: <https://edin.ac/3MuLZeT>

Outreach and Impact Highlights



This year we have been delighted to see such great uptake of our free resources for the peer support of neurodivergent pupils in mainstream secondary schools: [the Neurodivergent peer Support Toolkit \(NEST\)](#). The NEST resources are evidence-based and are designed to support schools in setting up and running a NEST group. The toolkit provides information about neurodiversity and is full of activity ideas and resources, as well as information on safety considerations and on ensuring the groups are student-led.

This year we shared information about NEST as part of the Scottish Government's Education Research Seminar Series and at the National Autistic Society's professionals' conference. NEST resources have been enthusiastically received, with 3500+ downloads internationally, and great feedback. You can download the free NEST resources here:

<https://edin.ac/46775Xt>



The Centre's [Learning about Neurodiversity in Schools \(LEANS\)](#) resources for schools have been journeying across the world this year!

Having been downloaded more than 12,000 times in the UK, we now have a Dutch translation on the cusp of being released, and a new agreement with Reframing Autism in Australia to do a cultural adaptation for the Australian context. We also have live links with potential translators in Spain, Germany, Hong Kong, Sweden and Ireland, and for a cultural adaptation for the USA. All of these are dependent on funding but the interest around the globe in our resources is an amazing indicator of the quality and need for LEANS.

In May, [Dr Alyssa Alcorn](#) from the LEANS team visited Canada at the invitation of the Autism Society of Newfoundland and Labrador (ASNL) to give the keynote talk at their annual Embracing Neurodiversity conference. Many thanks to the ASNL team for a particularly warm welcome! In July, Alyssa delivered invited workshops in Halle, Germany on LEANS and on participatory research techniques at the Scientific Network for Educational Research on Autism, a funded initiative building national research capacity, and linking academic, education, healthcare, and community groups.

You can download the free LEANS resources here:

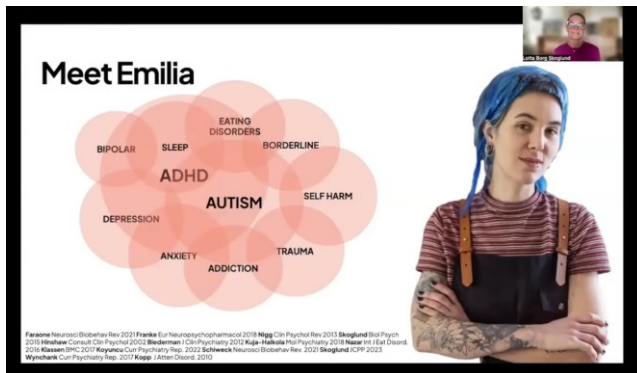
<https://edin.ac/4bTcHpj>





Dr Alyssa Alcorn presenting on LEANS at the Autism Society of Newfoundland and Labrador, and with a life-sized statue of a Newfoundland dog!

Sixth annual Salvesen Lecture



In November 2024 we were delighted to host Associate Professor **Lotta Borg Skoglund** (Senior Consultant Physician and Associate Professor at Uppsala University, Sweden) for the annual Salvesen Lecture ‘*ADHD symptoms in women aren’t hidden – they are misinterpreted.*’ Lotta spoke about the challenges faced by women with ADHD across the lifespan – from under-diagnosis and mental ill-health, to a lack of recognition of menopausal symptoms

Lotta discussed why challenges are often unrecognised and misinterpreted, and how neurodivergent girls and women can be better supported. This was a hugely popular lecture, already watched online nearly 2.5k times!

You can watch the lecture here: <https://edin.ac/4516N3R>



In other news, **Prof Sue Fletcher-Watson** contributed to a Parliamentary Office of Science and Technology Note, on “Support for Neurodivergent Children and Young People” which also cites the definition of Neurodiversity on the Centre’s website [citation 21], and cites research from the Salvesen Mindroom Centre [citation 182]. This was published in October 2024 and can be found at this link: <https://eprints.soton.ac.uk/496169/1/POST-PN-0733.pdf>

Sue also gave evidence in April 2025 to a House of Lords Committee on the Autism Act (2009) on the experiences and needs of autistic people across the lifespan, with a particular focus on inclusive education and wellbeing at school.

Publications and talks

Academic talks

It was a busy year for academic talks, with Centre members sharing research findings at the 2025 Autism Europe Congress in Dublin, The International Society for Autism Research conference in Seattle, USA, and the online Sibling Studies Network Colloquium. They presented on a wide range of Centre research, including the Diversity in Social Intelligence research, the LEANS and NEST projects, and sibling relationship research.

In addition, [Prof Sue Fletcher-Watson](#) gave a keynote at the Autism Europe Congress on 'Neurodiversity: Liberation and Inclusion for All Autistics'. The slides can be downloaded for free here: <https://edin.ac/4qyRHdS> and you can watch the lecture on YouTube here: <https://edin.ac/40d7hAU>

Sue also gave the annual online public lecture for the journal Child Language Teaching and Therapy, which was on 'Neurodiversity, Communication and Inclusive Education' and a keynote at Experimental Pragmatics 2025, in Cambridge on 'Neurodiversity, and the Double Empathy Problem: Understanding Autistic Communication'. The slides can be downloaded here: <https://edin.ac/3Mo3i1q>

The following section includes publications built upon work presented in the report above, and otherwise central to the Research Centre's vision, but it is not a comprehensive account of all papers published by all members and associates of the Centre.

Book chapter

Santi, E., **Cebula, K.**, & McGeown, S. (2024). Understanding teenagers' experiences of reading fiction. In C. E. Loh (Ed.), *The Reading Lives of Teens: Research and Practice* (1st ed.). Routledge. <https://doi.org/10.4324/9781032619804-5>

Journal articles

2025

Benhamou, E., Akarca, D., Bathelt, J., **Fletcher-Watson, S.**, & Astle, D. E. (2025). Population-level transitions in observed difficulties through childhood and adolescence. *Developmental Psychology*

Cebula, K., Gillooly, A., Coulthard, L. K. B., Riby, D. M., & Hastings, R. P. (2025). The experiences of children with Williams syndrome and their non-disabled siblings of their relationship. *Family Relations: Interdisciplinary Journal of Applied Family Science*, 74(1), 500-518. <https://doi.org/10.1111/fare.13102>

Chua, Y.W., Jiménez-Sánchez, L., Ledsham, V., O'Carroll, S., Cox, R.F., Andonovic, I., Tachtatzis, C., Boardman, J.P., **Fletcher-Watson, S.**, Rowe, P. and Delafield-Butt, J., (2025). A multi-level analysis of motor and behavioural dynamics in 9-month-old preterm and term-born infants during changing emotional and interactive contexts. *Scientific Reports*, 15(1), p.952.

Crompton, C. J., Foster, S. J., **Wilks, C. E.**, Dodd, M., **Efthimiou, T. N.**, Ropar, D., ... & **Fletcher-Watson, S.** (2025). Information transfer within and between autistic and non-autistic people. *Nature Human Behaviour*, 1-13.

Publication spotlight

Crompton, C. J., Alcorn, A. M., Cebula, K., & Fletcher-Watson, S. (2024). Neurodiversity Can Explain Differences in How People Experience Everyday Life. *Frontiers for Young Minds*, 1-8.



Frontiers for Young Minds is a journal aimed at children and young people aged 8-15 years.

We are delighted to have published an article here, explaining what neurodiversity is, what it means to be neurodivergent, and how neurodiversity can affect how people experience day-to-day life.

We would particularly like to thank our young reviewers from the journal!

Efthimiou, T. N., Lewis, S., Foster, S. J., Wilks, C. E., Dodd, M., Jiménez-Sánchez, L., ... & Crompton, C. J. (2025). Diagnostic status influences rapport and communicative behaviours in dyadic interactions between autistic and non-autistic people. *Plos one*, 20(8), e0330222.

Efthimiou, T. N., Wilks, C. E., Foster, S., Dodd, M., Sasson, N. J., Ropar, D., ... & Crompton, C. J. (2025). Social motor synchrony and interactive rapport in autistic, non-autistic, and mixed-neurotype dyads. *Autism*, 13623613251319585.

Fletcher-Watson, S., Joseph, H., Crane, L., Pavlopoulou, G., Lukito, S., Funnell, E., ... & Crompton, C. J. (2025). Applied principles for inclusive practice in neurodevelopmental research: A selection and report of illustrative case studies. *Current Developmental Disorders Reports*, 12(1), 7.

Foster, S. J., Ackerman, R. A., **Wilks, C. E.**, Dodd, M., Calderon, R., Ropar, D., ... & Sasson, N. J. (2025). Rapport in same and mixed neurotype groups of autistic and non-autistic adults. *Autism*, 13623613251320444.

Foster, S. J., Patel, S., **Wilks, C. E.**, Dodd, M., Calderon, R., Ropar, D., ... & Sasson, N. J. (2025). Verbal collaboration in same-and mixed-neurotype groups of autistic and non-autistic adults. *Autism in Adulthood*.

Friedman, S., & Barrable, A. (2025). Forest School in the early years. In P. Velija, & G. Allen-Baker (Eds.), *Families, Pre-School Sport, and Physical Activity: Critical Perspectives* (1 ed.). Routledge. Advance online publication. <https://doi.org/10.4324/9781003483397>

Friedman, S., McHaffie, S., Noble, R., & Stenning, A. (2025). 'A Deep, Empathetic, Wondrous Connection': Autistic adults' definitions and experiences of nature connection. *People and Nature*, 7(2), 504-515. <https://doi.org/10.1002/pan3.10779>

Friedman, S., Morrison, S. A., & Rickards, A. (2025). Moving towards inclusion and connection: practitioners' conceptualisations of walking pedagogy. *Children's Geographies*, 23(2), 157-171. <https://doi.org/10.1080/14733285.2025.2476427>

Golds, L., **Gillespie-Smith, K.**, & MacBeth, A. (2025). Exploring the relationship between maternal wellbeing, infant development, smartphone use, and mother-infant responsiveness. *Infancy*, 30(1), 1-15. Article e70005. <https://doi.org/10.1111/inf.70005>

Grahame, V., Kernohan, A., Kharati, E., Mathias, A., Butcher, C., Dixon, L., **Fletcher-Watson, S...** & Rodgers, J. (2025). Understanding Repetitive Behaviours: A clinical and cost-effectiveness, multi-site randomised controlled trial of a group for parents and carers of young autistic children. *Autism*, 13623613251333175.

Publication spotlight

Friedman, S., A. Morrison, S., & Shibata, A. (2025). Practitioner perspectives on nature-based learning for autistic children. *The Journal of Environmental Education*, 56(1), 21–35.
<https://doi.org/10.1080/00958964.2024.2401785>



We know that nature-based learning (NBL) can be beneficial, but not much is known about its use with autistic children. In this research, Samantha Friedman and colleagues interviewed practitioners who used NBL with autistic children. Their findings highlighted the importance and complexity of practitioners' role in supporting autistic children in NBL.

Heslop, K., & **Friedman, S.** (2025). 'I want to go to the bat den. . . are you coming?' Investigating opportunities for intergenerational participation in Forest School'. *Journal of Early Childhood Research*, 23(3), 252-267. <https://doi.org/10.1177/1476718X251318880>

Kaljusto, H. K., Wilson, E., & **Fletcher-Watson, S.** (2025). Do influential articles on the genetics of autism show evidence of engagement with the autistic community? *American Journal of Medical Genetics Part B: Neuropsychiatric Genetics*, e33030

LaPoint, S., Klein, C. B., Sandbank, M., Bottema-Beutel, K., **Fletcher-Watson, S.**, Divan, G., ... & Green, J. (2025). Maximizing the quality and reporting standards of autism intervention science. *Autism research*.

Murray, F., & **Friedman, S.** (2025). What autistic-led theories mean for education. In K. E. Waldock, & N. Keates (Eds.), *Applications and Practices for Empowering Neurodivergent Learners* (pp. 1-24). IGI Global. <https://doi.org/10.4018/979-8-3373-4445-4.ch001>

Nimbley, E., Buchan, K., Maloney, E., Kettley, S., Sader, M., Duffy, F., & **Gillespie-Smith, K.** (2025). Using Photovoice methods to set research priorities with Autistic people with experience of an eating disorder. *Journal of Clinical Psychology*, 81(8), 677-693. <https://doi.org/10.1002/jclp.23802>

Oliver, M., Poysden, Z., Crowe, E., Parkin, F., Mair, A., Hendry, N., Macey, E., & **Gillespie-Smith, K.** (2025). "Just listen to me. Help me explore it.": An interpretative phenomenological analysis exploring experiences of gender dysphoria, identity and resilience in autistic adolescents assigned female at birth. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-024-06688-6>

Sader, M., Halls, D., Kerr-Gaffney, J., Waiter, G., **Gillespie-Smith, K.**, Duffy, F., & Tchanturia, K. (2025). Neuroanatomical associations with autistic characteristics in those with acute anorexia nervosa and weight restored individuals. *Psychological Medicine*, 55, 1-11. Article e120. <https://doi.org/10.1017/S0033291725001047>

Sader, M., Weston, A., Buchan, K., Kerr-Gaffney, J., **Gillespie-Smith, K.**, Sharpe, H., & Duffy, F. (2025). The co-occurrence of autism and Avoidant/Restrictive Food Intake Disorder (ARFID): A prevalence-based meta analysis. *International Journal of Eating Disorders*, 58(3), 473-488. <https://doi.org/10.1002/eat.24369>

Sawrikar, V., Buchan, K., & **Gillespie-Smith, K.** (2025). Young people's perspective on technology-enabled personalised youth mental health care for depression in the UK. *Health Policy and Technology*, 14(3), 1-10. Article 101028. <https://doi.org/10.1016/j.hlpt.2025.101028>

Smikle, R., Vaher, K., Jiménez-Sánchez, L., Corrigan, A., Turner, H., **Fletcher-Watson, S.**, ... & Boardman, J. P. (2025). Parental report of language, attention and executive functions at two years: correlational structure of measures and applications to prematurity. *Wellcome Open Research*, *10*, 317.

Sutherland, H. E., Fletcher-Watson, S., Long, J., & **Crompton, C. J.** (2025). 'A Difference in Typical Values': Autistic Perspectives on Autistic Social Communication. *Scandinavian Journal of Disability Research*, *27(1)*, 313-329.

Sutherland, H. E. A., Crompton, C. J., Long, J., & **Fletcher-Watson, S.** (2025). 'Read My Lips, Not My Body': A Thematic Analysis of Autistic People's Social Communication Preferences, Experiences, and Expectations. *Neurodiversity*, *3*, 27546330251333919.

Wilks, C. E., Foster, S. J., Dodd, M., **Fletcher-Watson, S.**, Lages, M., Ropar, D., ... & **Crompton, C. J.** (2025). Visuospatial information transfer and task self-assessment within and between autistic and non-autistic adults. *Plos one*, *20(8)*, e0329825.

2024

Bradley, S., Moore, F., Duffy, F., Clark, L., Suratwala, T., Knightsmith, P., & **Gillespie-Smith, K.** (2024). Camouflaging, not sensory processing or autistic identity, predicts eating disorder symptoms in autistic adults. *Autism*, *28(11)*, 2858-2868. <https://doi.org/10.1177/13623613241245749>

Eodanable, M., Rhodes, S., & Cebula, K. (2024). "People talk about FASD diagnosis but barely any young people are asked about it": Diagnosis perspectives and disability identity in adolescents with FASD. *Children and Youth Services Review*, *166*, 1-11. Article 107979. <https://doi.org/10.1016/j.childyouth.2024.107979>

Fink, E., **Friedman, S.**, Olthof, T. et al. (2024). Exploring the Interpersonal Goals of Autistic and Neurotypical Adolescents Who Bully Others. *Journal of Autism and Developmental Disorders*, <https://doi.org/10.1007/s10803-024-06683-x>

Gillespie-Smith, K., Arcari Mair, A. P., Alabtullatif, A., Pain, H., & Mcconachie, D. (2024). A spectrum of understanding: A qualitative exploration of autistic adults' understandings and perceptions of friendship(s). *Autism in Adulthood*, *6(4)*, 438-450. <https://doi.org/10.1089/aut.2023.0051>

Jiménez-Sánchez, L., Vaher, K., Ginnell, L., Corrigan, A., McKinnon, K., Sullivan, G., ... & **Fletcher-Watson, S.** (2024). Preterm infant attachment is independent of breast milk intake during neonatal care. *Wellcome Open Research*, *9*, 629.

Longhurst, P., Nimbley, E., Evans, E. H., MacLennan, K., **Gillespie-Smith, K.**, & Duffy, F. (2025). Measuring eating disorders in Autistic people: a proposal for future research. *Eating Disorders*, *33(6)*, 724–733. <https://doi.org/10.1080/10640266.2024.2416340>

Nimbley, E., Sharpe, H., Maloney, E., **Gillespie-Smith, K.**, Tchanturia, K., & Duffy, F. (2024). A mixed method systematic review into the impact of ED treatment in Autistic people and those with high Autistic traits. *International Journal of Eating Disorders*, 1-22. <https://doi.org/10.1002/eat.24311>

Sader, M., Maloney, E., Waiter, G., Kerr-Gaffney, J., Tchanturia, K., **Gillespie-Smith, K.**, & Duffy, F. (2024). Ethical complexities and concerns surrounding magnetic resonance imaging and the Open-Access Scientific Framework in Autism research. *Autism in Adulthood*, 1-9. <https://doi.org/10.1089/aut.2024.0184>

White, L. C. J., Ixqe, K. V., Goodall, K., & **Gillespie-Smith, K.** (2024). Minority stress, camouflaging, and mental health outcomes in transgender and/or non-binary autistic adults. *Autism in Adulthood*, 1-15. Advance online publication. <https://doi.org/10.1089/aut.2023.0151>

Zervogianni, V., **Fletcher-Watson, S.**, Herrera, G., Goodwin, M. S., Triquell, E., Pérez-Fuster, P., ... & Grynspan, O. (2024). A user-based information rating scale to evaluate the design of technology-based supports for autism. *Universal Access in the Information Society*, *23(4)*, 1739-1749.

Looking ahead

At the Centre we've got lots of events to look forwards to in 2025/26. Here's a sneak peek of just a few!...

Book publication: 'It Takes All Kinds of Minds: Fostering Neurodivergent Thriving at School'

Prof Sue Fletcher-Watson has worked with Centre alumni Dr Rachael Davies (Queen Margaret University) and Claire O'Neill (teacher and teacher-educator) to develop this book, a legacy of the 'It Takes All Kinds of Minds (ITAKOM)' conference in 2023.



About the book:

"It Takes All Kinds of Minds provides an inspiring and accessible introduction to neurodiversity in educational settings, informed by research and real-world experience. Drawing upon core principles that underpin the neurodiversity paradigm, the book offers a carefully curated collection of chapters exploring many different kinds of minds and how they can best learn and flourish at school. The book is divided into three main parts: Environments, Practice and Pedagogy, and Relationships In and Around School, with each chapter underpinned by core values of care, inclusion, celebration of difference and the collective power of diverse minds. Pioneering contributions help to realise a vision of environments, relational systems and pedagogical practices that are designed for all minds, learners and educators. Placing a focus on amplifying neurodivergent voices and having a direct

impact on practice, this book is essential reading for practitioners at all stages of teacher education and professional development, as well as clinicians and outside agencies that work in partnership with schools."

What experts are saying about this book:

"A much-needed book that offers excellent insight into what changes and adaptations neurodivergent children deserve at school. Powerful writing and powerful advocacy."
- Pete Wharmby, Autistic Author and Speaker

"If this book were a food it would fulfil three vital requirements: incredibly delicious, utterly nutritious, and easy to digest. I would recommend it to anyone with an appetite for learning about neurodivergent-affirming practice within education. A brilliant read."
- Dr Luke Beardon, The Autism Centre, Sheffield Hallam University

To order:

<https://edin.ac/49IOSpP>





BPS seminar series: building anti-ableism through representation in children's material culture

Centre Director [Dr Katie Cebula](#) has partnered with colleagues in Queen Margaret University (Dr Clare Uytman & Dr Sian Jones), Strathclyde University (Dr Charlotte Webber), and the University of Cambridge (Rachel Milne) to create a free in-person/online seminar series, funded by the British Psychological Society, focused on how disability representation in children's toys, books and film/TV can support anti-ableism. The seminar on children's books will have a particular focus on neurodiversity.

Find out more and book a seminar place here:

<https://qmutoyboxdiversitylab.com/resources/bps-seminar-series/>

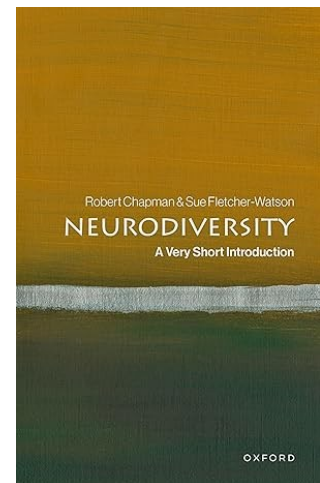


Book publication: 'Neurodiversity: A Very Short Introduction

[Prof Sue Fletcher-Watson](#) has worked with Dr Robert Chapman (Durham University) to co-author a new book on Neurodiversity, part of the hugely popular 'Very Short Introductions' series.

About the book:

"This Very Short Introduction looks at how neurodiversity has been understood in a variety of settings including education, research, workplace, health and social care, and criminal justice. Robert Chapman and Sue Fletcher-Watson also draw out interesting connections to models of disability, human rights, anti-capitalism, and intersectionality. Alongside this, they discuss how issues of gender, sexuality, neuroqueering, and decoloniality bear on neurodiversity. The book is an engaging read for students, thinkers, and practitioners interested in neurodiversity and its links to philosophy, psychology, sociology, political theory, medicine, and biology."



To pre-order:

<https://edin.ac/49orzMa>



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