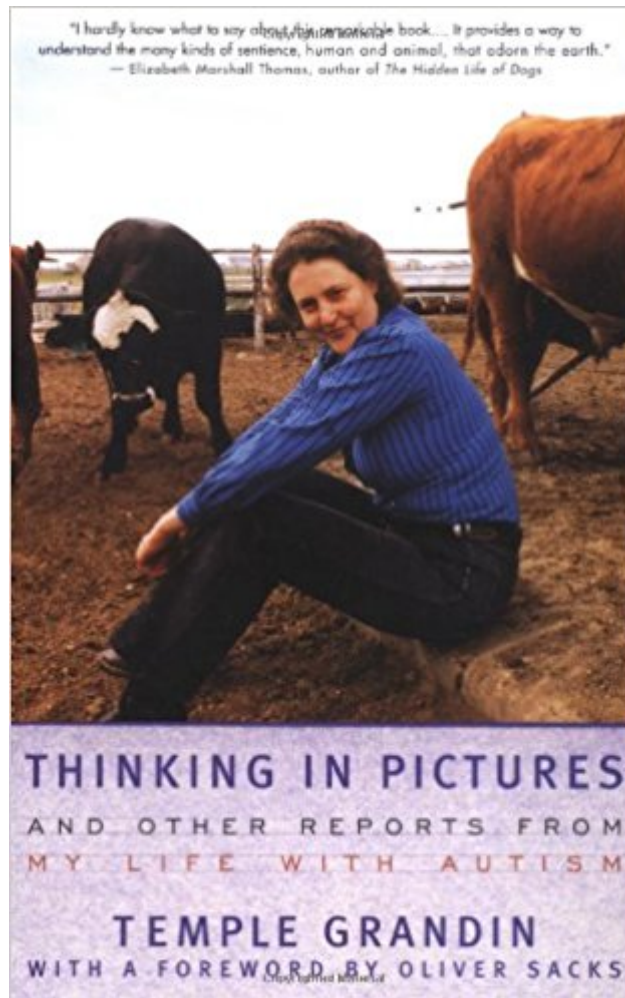




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Thinking In Pictures: And Other Reports From My Life With Autism



Synopsis

Temple Grandin, Ph.D., is a gifted animal scientist who has designed one third of all the livestock-handling facilities in the United States. She also lectures widely on autism because she is autistic, a woman who thinks, feels, and experiences the world in ways that are incomprehensible to the rest of us. In this unprecedented book, Grandin writes from the dual perspectives of a scientist and an autistic person. She tells us how she managed to breach the boundaries of autism to function in the outside world. What emerges is the document of an extraordinary human being, one who gracefully bridges the gulf between her condition and our own while shedding light on our common identity."There are innumerable astounding facets to this remarkable book...Displaying uncanny powers of observation...[Temple Grandin] charts the differences between her life and the lives of those who think in words."--Philadelphia Inquirer

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Customer Reviews

Oliver Sacks calls Temple Grandin's first book--and the first picture of autism from the inside--"quite extraordinary, unprecedented and, in a way, unthinkable." Sacks told part of her story in his *An Anthropologist on Mars*, and in *Thinking in Pictures* Grandin returns to tell her life history with great depth, insight, and feeling. Grandin told Sacks, "I don't want my thoughts to die with me. I want to have done something ... I want to know that my life has meaning ... I'm talking about things at the very core of my existence." Grandin's clear exposition of what it is like to "think in pictures" is immensely mind-broadening and basically destroys a whole school of philosophy (the one that

declares language necessary for thought). Grandin, who feels she can "see through a cow's eyes," is an influential designer of slaughterhouses and livestock restraint systems. She has great insight into human-animal relations. It would be mere justice if Thinking in Pictures transforms the study of religious feeling, too.

A high-functioning autistic, Grandin presents linked articles on her life and her work as an animal scientist. Copyright 1996 Reed Business Information, Inc.

This was a fascinating read. I especially liked the first half when she talked about her childhood, her memories and how she came to learn things. It's very helpful in understanding the different way autistic people think. Her style of writing was intriguing and I think really showed her logical way of seeing things. For the second half I had to continually keep reminding myself that she is talking about her life and her own interests. She devotes two entire chapters to animals, their thoughts and emotions and connecting with them, and while it was very interesting, I obviously do not have the passion for that particular topic that she does. Some of those chapters I felt like I had to plod through a bit. Overall I got out of this book what I thought I would - a better understanding of differences in thought pattern. I'm glad I read it.

You know when you read something and you become agitated because somebody says something to which you can relate strongly and you neither ever had defined or quite understood about yourself before? The kind of agitation where you say to yourself, "Yes!" so often you have to write notes in the margins (or in the kindle version draw highlights and add many annotations)? The kind of book that is so personally emotional and enlightening but agitation-inducing that you decide you can't read it before bedtime? That was this book, for me. Social behavior and language have always been fascinating to me, but always from a technical and somewhat foreign perspective. In my mind I see entire systems, cause-and-effect flows, concepts, theories; yet the "pictures" can be dang right nearly impossible to put into coherent words, at times. I "get" animals and frankly relate to many of them faster and more easily than to other humans. That my dog was my best friend was more of an understatement than I'd even conceived until she died, such had been our bond and ability to communicate. Meanwhile, I still struggle to interact with other people, to understand boundaries and the elaborate customs and assumptions taken for granted by neurotypical individuals. I'd been waffling over whether I should pursue therapy and an Asperger diagnosis, whether it was accurate or I was being a hypochondriac, until I read THIS book. I have no doubt anymore. I know now that I

am not a failed intellectual, merely an obstinate genius unwilling to conform. That's what people told me all my life and although it didn't feel accurate, I internalized the derision. I know, now, that I'm not as screwed up as I thought. And with the research I have continued, I can now see how various traits considered components on the autism scale run in my family, sometimes residing only a couple or few in an individual, sometimes so many of these traits that the person is socially incapacitated. I feel I'm on the road to liberation. Would that I were not in my forties, already, when discovering these things. I highly recommend this book to anybody that knows someone that appears to be socially inept or seems to fail to live up to their intellectual potential, and especially to anybody that feels they are that person.

This one was random. Parts were helpful, but there are large portions that talk about life at the slaughterhouse that I had a hard time correlating. I'd recommend a different book if you're looking for a better understanding of your child's autistic mind.

I'm a high functioning autistic and I loved this movie. Parts of it spoke to me so loudly, like the kids bullying her, calling her freak, or her telling strangers trying to touch her "I don't do that." People who apologize with, "I'm a hugger,"--laughing, always baulked at me when I'd say, "I'm a vulcan." When Dane's character of Temple said "Mr. Spock is my favorite. He and I have a lot in common," I shouted "YES WE DO!" at the screen. I think I was saying "we" (autistics) have a lot in common. I can always "sense" another autistic, the same way Mr. Spock could sense things, or animals can sense things, or people can sense we are different. Different... not less.

This book provides insights into the mind of a person in the autism spectrum that is invaluable for the parent and the teacher. What this books brings is an insider's view. I was blown away by the very concept of thinking in pictures and can now understand my son's world a little better. When my son was diagnosed with ASD, a lot of the information we obtained was from people who are 'outside' and forming opinions based on the comparison with normal children - which I have reservations about - as even the way of thinking itself is different as in visual thinking that Temple Grandin explains. I don't intend to say that all such studies are wrong, but this books provides insights into adjusting our course of action in teaching children and taking care of their sensory and psychological needs. Though the book talks about problems during childhood, it is written by an adult. For a proper child's perspective, I would also recommend "The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism" by Naoki Higashida.

Most of us know very little about communication with animals, and this heart-warming book tells it all. The book also opens up an understanding of the thinking of autistic people who demonstrate an alternative mode of thinking that is a mystery to us. This understanding should make a significant contribution to the study of the unconscious mind and the potential for harnessing its power. We may also discover the possibility of learning more about savant capabilities and their practical development in those who are not autistic. The autistic savant may lead us to a breakthrough in our understanding of our vast thinking potential that is now largely ignored. Howard Vandersluis

Temple Grandin is simply fascinating. How she has trained her mind to work is amazing and has provided irreplaceable knowledge for me when working with our special student populations.

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