Celebrating Neurodiversity and Supporting Neurodivergent Students in School-Based Health

Caitie Rossman, LMSW

Continuing Education Credits

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This series is intended for Dentists, Nurses, Nurse Practitioners, Pharmacists, Physicians, Physician Assistants, Psychologists, Registered Dietitians, and Social Workers.

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Learning Objectives

- Describe strategies for working with neurodivergent students, difficulties they may experience in school, and how to best support these students in individual clinical work
- Critically assess your own, as well as your school's, current behavioral health practices and compare these to neurodiversity inclusive practices
- State how to advocate for students in the school using the neurodiversity movement framework and introduce these concepts to your school

About Me

Caitie Rossman, LMSW (she/her)

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Neurodivergent and neurodivergent-affirming therapist and educator; former school social worker

Self-disclosure

- Lived experience
- Internalized ableism

Disclaimer: My views are my own and do not necessarily represent the views of my employer

What Is Neurodiversity?

Diversity of human minds and neurotypes

Unique and individual differences in brain functioning within the human population

Differences do not equate to deficits

Not to be confused with “neurodivergent”

“Diversity is a trait possessed by a group, not an individual” - Nick Walker

A social category that recognizes power differentials

Defining "Neurodiversity-Affirming"

Framework for working with and supporting neurodivergent individuals

Grounded in the neurodiversity paradigm

Ensures that everyone's unique neurotype is respected and celebrated, rather than trying to force people to conform

Questions what is "normal," "typical," or "expected"

Rights-based and strengths-based

Beware the cooptation!

Neurodiversity Affirming Practice

Core Principles

intersectionality

respecting autonomy

validating differences

presuming competence

reframing expectations

promoting self-advocacy

rejecting neuronormativity

prioritising lived experience

nurturing positive self-identity

adapting systems and environments

honouring all forms of communication

Neurodiversity Movement

The neurodiversity movement IS a social justice movement

Seeks civil rights, equality, respect, and full societal inclusion for the neurodivergent

Questions the pathologizing of neurodivergence, and challenges the medicalized culture of diagnosis and treatment governed by notions of “normal” human functioning

Promotes autonomy for all

Definitions

Neurodivergent: Social justice term; having a brain that functions in ways that diverge from the dominant societal standards of “normal”

Neurotypical: Having a brain that functions within the dominant societal standard of “normal”

- Neurotypical privilege

Neuronormativity / Neuronormative: Norms, standards, and expectations that idealize a certain way of functioning, which are constantly enforced in our society, explicitly and implicitly

Neurominority: Anyone who is not neurotypical

Language

Person - first language

“Person with Autism”

Assumes that the identity is inherently negative

Can dehumanize, pathologize, and demean

Meant to make the person who uses it feel good

vs

Identity - first language

“ Autistic person”

Considers the neurodivergence or disability to be part of the person’s identity

Diversity is not something to be ashamed of

Overwhelmingly preferred by neurodivergent and disabled community

The Pathology Paradigm

1. There is one "right," "normal," or "healthy" way for human brains and minds to be configured and function

2. If your neurological configuration and functioning (and as a result, your ways of thinking and behaving) diverge from the dominant standard of "normal," then there is something wrong with you

The Neurodiversity Paradigm

1. Neurodiversity is a natural, healthy, and valuable form of human diversity

2. There is no “normal” or “right” style of human mind, any more than there is one “normal” or “right” ethnicity, gender, or culture

3. The social dynamics that manifest in regard to neurodiversity are similar to those that manifest in regard to other forms of human diversity

Dr. Nick Walker, Neuroqueer Heresies

Medical Model of Disability

We have all come to understand disability through the lens of the medical system

Something is “wrong” and it needs to be “fixed”

Locates the problem internally within the person who is disabled

Assumption that “normal” is automatically desirable and to be aspired to

Social Model of Disability

Individual is disabled by their environment

Views disabled people as valid varieties of humanity

Focuses on the collective experience of disablement rather than the personal experience of impairment

Individuals don't need to be fixed; society needs to be fixed

Paradigm Shift

We can't be truly neurodiversity-affirming if we're not willing to be radically changed

By pushing back against the deficit-based models of neurodivergence, we are celebrating the idea of neurodiversity

We have to be willing to go beyond just grudgingly accepting that everyone has a different mind, and appreciate the beauty of this reality

We need to focus first on ideological shifts before focusing on silver bullet strategies

Neurodivergences

- Autism
- ADHD
- AuDHD
- Demand avoidance (“PDA“)
- Dyslexia
- Dysgraphia
- Dyscalculia
- Tourette syndrome
- Cognitive giftedness
- Intellectual disabilities
- Twice - exceptionality (2e)
- Acquired neurodivergence (e.g., TBI)
- Sensory processing differences
- Obsessive - compulsive thinking
- Avoidant/restrictive food intake (ARFID)
- Highly sensitive person (HSP)
- Bipolar
- Hearing voices
- Borderline personality
- Down syndrome
- Tics
- Fetal alcohol (FASD)

Neurodiversity - Affirming Descriptions

See and honor the whole child, as they are

Focus on difference rather than deficit

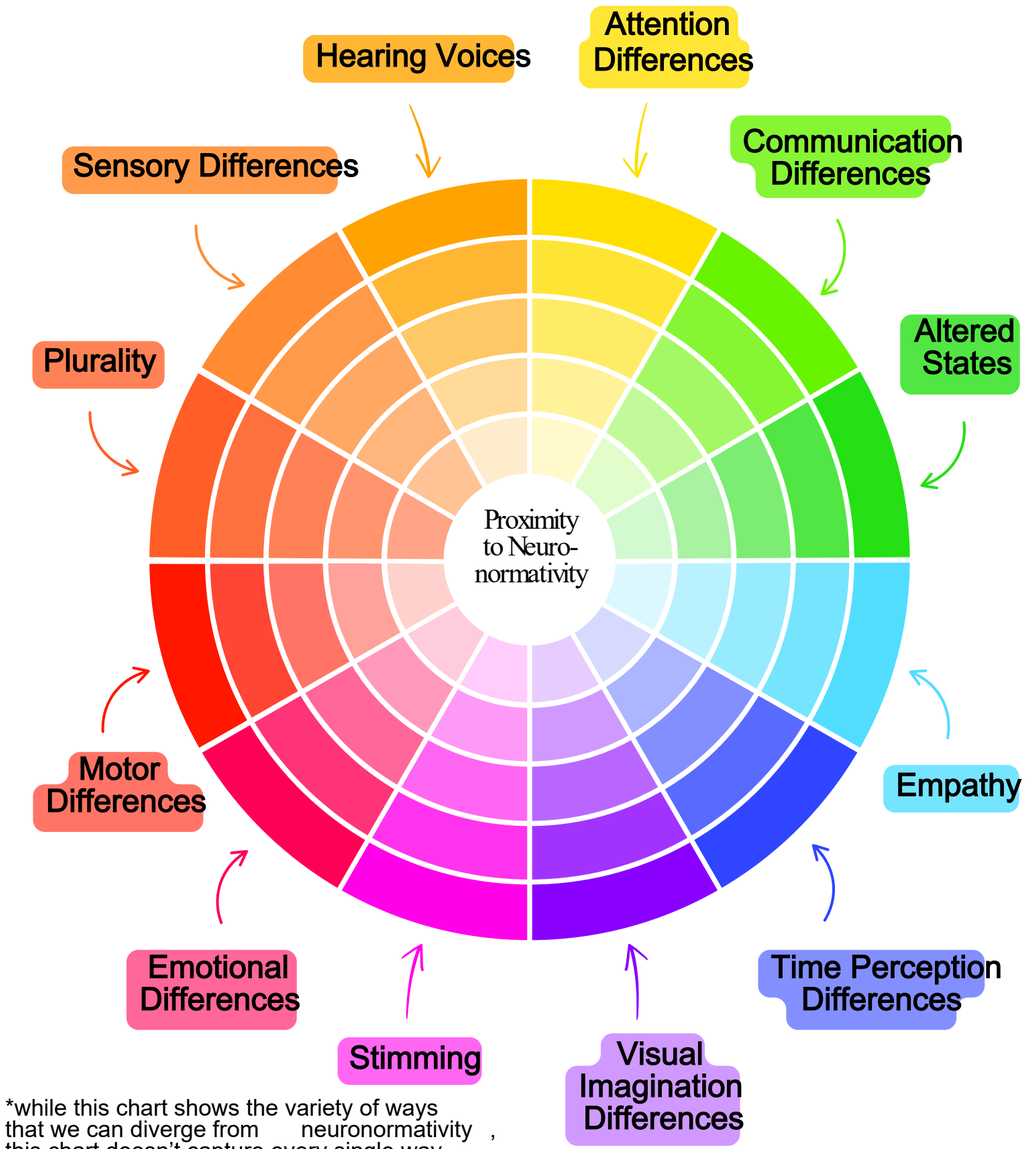
Emphasize individuality instead of homogeneity

Center diverse ways of being, acting, and learning rather than centering neuronormative ways

Avoid pathologizing the individual

The Neurodivergent Spectrum Chart

Achart to help demonstrate how many of us diverge from neuronormativity in multiple ways.



*while this chart shows the variety of ways that we can diverge from neuronormativity , this chart doesn't capture every single way that we can diverge from neuronormativity .

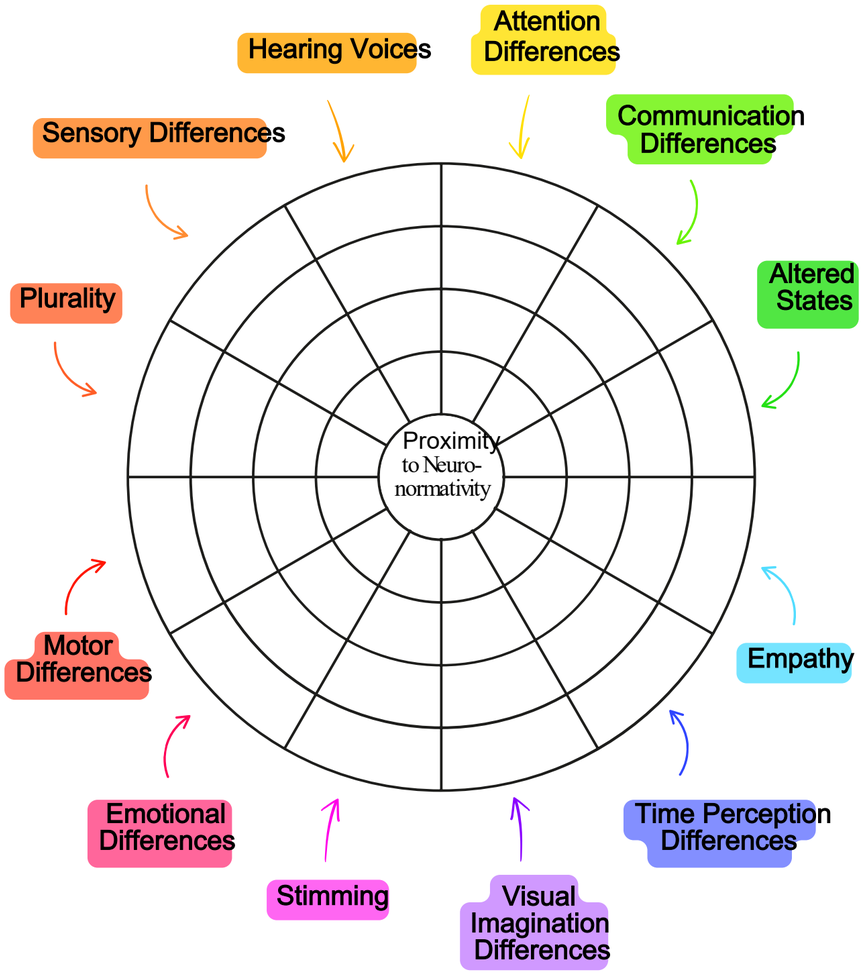
by Sonny Jane www.livedexperienceeducator.com

The Neurodivergent Spectrum Ch

by Sonny Jane www.livedexperienceeducator.com

Activity

Colour In Your Own Neurodivergent Spectrum



Understanding Neurodivergent Students

Lived Experience

"Nothing about us without us"

Prioritizing lived experience of individuals and communities and amplifying their voices and listening to their knowledge

Utilizing resources from neurodivergent individuals

Lived experience-informed practice as an alternative to evidence-based practice (Sonny Wise)

Collaborating with neurodivergent youth and their families

Epistemic injustice

Spiky Profiles

Neurodivergent individuals are often labeled by their level of “functioning” on a spectrum

We all have spiky profiles - none of us are good at everything or bad at everything and we each have our own patterns of strengths and challenges

ND individuals often have a spikier profile than NT individuals, which can result in greater contrasts between the peaks and the dips

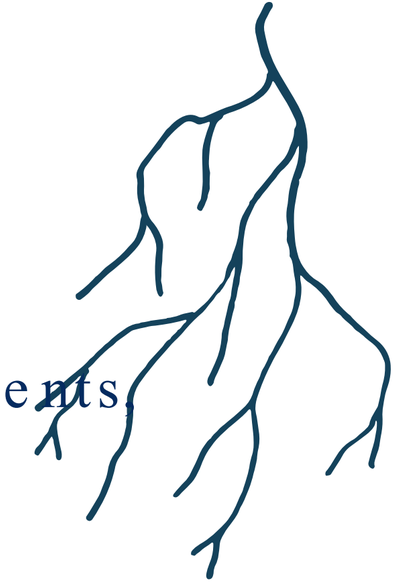
These kids have the right to be celebrated for their strengths and to also have average skills or days, and areas of need

Sensory Differences

Sensory integration differences can affect any of a person's eight sensory systems, usually falling into three categories:

- Sensory modulation - overresponsive (hypersensitive) sensory reaction or underresponsive (hyposensitive) sensory reaction, and sensory craving/ seeking
- Sensorimotor differences - influence balance and motor coordination
- Sensory discrimination differences - difficulty interpreting subtle differences between sensory experiences

Stimming



Self-stimulatory behavior is repetition of physical movements, sounds, or words, or the repetitive movement of objects

It is a language and communication in and of itself

It's been reclaimed as stimming

Repetitive movements or vocalizations help to soothe overwhelming sensations and emotions

It is not something that should be shamed, banned, fixed, reduced, or punished

Respect the stim!

Alexithymia

Alexithymia is a difference in processing emotions, often found in neurodivergent individuals

May include difficulty identifying feelings, distinguishing between feelings and bodily sensations, describing feelings to others, identifying facial expressions, and identifying or remembering faces

Alexithymia may arise because ND individuals aren't given the tools to understand how emotions feel in their bodies, and are taught to prioritize others' feelings above their own

Monotropism

A neurodiversity-affirming theory of Autism, developed by Autistic people

Monotropism is a thinking or processing style where the brain's attention is pulled more strongly towards a smaller number of interests at any given time

Many neurodivergent individuals, particularly Autistic people and ADHDers have a monotropic style of processing

Often referred to as "attention tunnel," "flow states," "special interests" or SpIns, and "info-dumping"

Map of Monotropic Experiences

Communication Styles

Non-linear conversations

Info-dumping

Echolalia

Nonverbal communication

Situational mutism

May need AAC (alternative and augmented communication)

May interact without frequent eye contact

Social Connections

Many neurodivergent kids want connection, but may not be able to get it due to the way neurotypicals respond to them

When they do initiate and respond, their attempts often go unnoticed because their social approach is subtle, unconventional, or out of sync with peer play activity

May prefer independent or parallel play, deep, meaningful conversations over small talk, and have a limited social battery

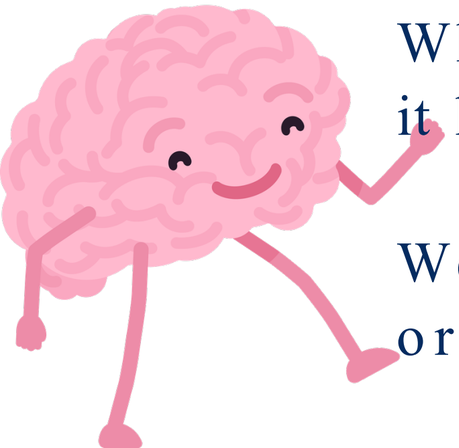
They experience greatest success in friendships with people who accept and appreciate their unique differences, share common interests, and don't expect them to adhere to social norms

Spoon Theory

Created by Christine Miserandino to help explain her chronic illness and the resulting fatigue

Adopted by the neurodivergent community to explain the mental fatigue often experienced from living in an NT world

We start the day with a certain number of spoons, and everything we do during the day costs a spoon



When we run out of spoons, we can become sad, angry, find it hard to do things, have meltdowns, or shut down

We can get spoons back by doing things that give us energy or rest

Anxiety & Dysregulation

Neurodivergent students often experience significant anxiety and emotional dysregulation at school due to being in an environment that is not made for them

They can develop significant neurodivergent distress if their needs remain unmet (often referred to as meltdowns or shutdowns)

These youth may have difficulty regulating their emotions as a result of their neurological differences in their sensory and emotional processing systems

School can be a very anxiety-producing environment, and often the way we handle meltdowns makes it worse

Intersectionality

Being neurodivergent doesn't mean that you don't have anything else going on, or that all of your challenges are because of your neurodivergence!

Neurodivergent individuals who are also part of another marginalized community have even more barriers

Neurodivergent students of color are often underdiagnosed and thus less supported than their white counterparts

Neurodivergent students are more likely to be a member of the LGBQTIA+ community

Ableism can look different across different cultures

Trauma

The trauma of being neurodivergent in a neurotypical world

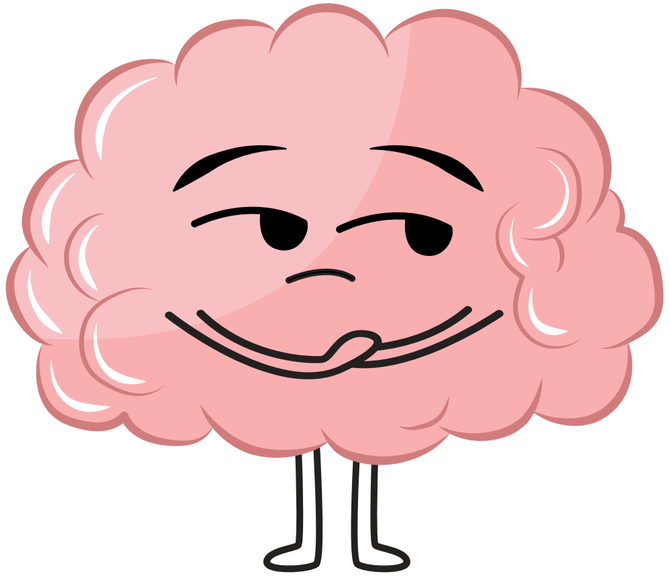
This requires us to view trauma not just as an individual issue, but a structural one

Oppression, bias, discrimination, ableism, bullying, and being misunderstood can all cause trauma, and it accumulates with each experience

Trauma doesn't just happen at home; students can be traumatized by conditions and events in schools, and schools can cause trauma

Many neurodivergent students live in a constant state of threat and never feel safe in the places where they should

Survival mode can lead to things like meltdowns, which are some of the exact times when we have the least empathetic and trauma-informed reactions



What Is Not

Neurodiversity-Affirming

Ableism in Schools

Schools refusing to make accommodations for students

Educators not understanding a disability

General aura of disdain toward ND students

Intolerance of difference if it interferes with the expectations

Teaching students to conform and comply

Expecting all students to learn in the same way

A common school journey...

What School Feels Like

Hidden curriculum

Sensory overload

Social expectations

Punitive and shame-based models

Bullying - by peers AND adults

Sense of danger

Inaccessible environments

Rote learning

Work that is either too challenging or not challenging enough

Staff not willing to accommodate

Pressure to conform

Stereotypes & Myths

All neurodivergent students are white boys

Neurodivergence is a tragedy

Neurodivergent students can't learn like neurotypical students

Neurodivergent youth are cold and have no empathy

These kids are just "lazy" or don't want to try

These kids are making a conscious choice to misbehave

Double - Empathy

Dr. Damian Milton coined the “double empathy problem”

Suggests that misunderstandings between neurodivergent and neuronormative individuals goes both ways

Breakdowns in communication between both groups, but the onus is always on the ND individual to be the one to change

Society has sent a message that neuronormative ways of being and communicating are the standard, marginalizing and devaluing the neurodivergent experience

Focus on Compliance & Control

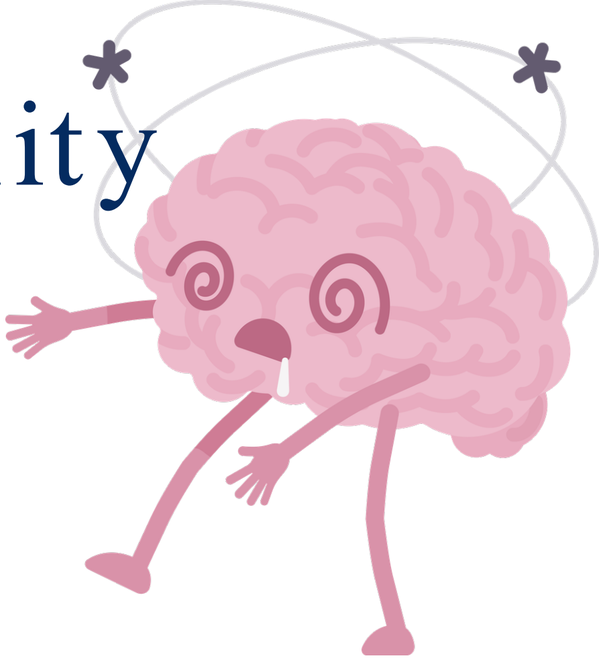
Schools are often focused on ensuring students comply

Compliance-based interpretations focus on what the student has done wrong rather than helping the student

Behavior charts, check-in/ check-out, contracts, tokens, and school "bucks" are all used to enforce compliance and control behavior...and they don't work!

Fosters environment of fear and extrinsic motivation

Forcing Sensory Conformity



"Quiet hands"

"Criss-cross apple sauce"

"Listening with your body"

"1-2-3, eyes on me"

Not allowing stimming, fidgets, or other sensory supports

Rigid physical environment

Teaching “Social Skills”

Social skills “training” typically includes teaching social stories and practicing social interactions, often in groups

Based on neurotypical values

Assumptions that go with this are that the neurodivergent student is not conforming to the “expected” social standards

Social skills training teaches people to mask

Student is indoctrinated to believe that they must be hyperaware of what others are thinking about them, and it’s their job to change their behavior to make others more comfortable

Our Rigidity Meeting Their Rigidity

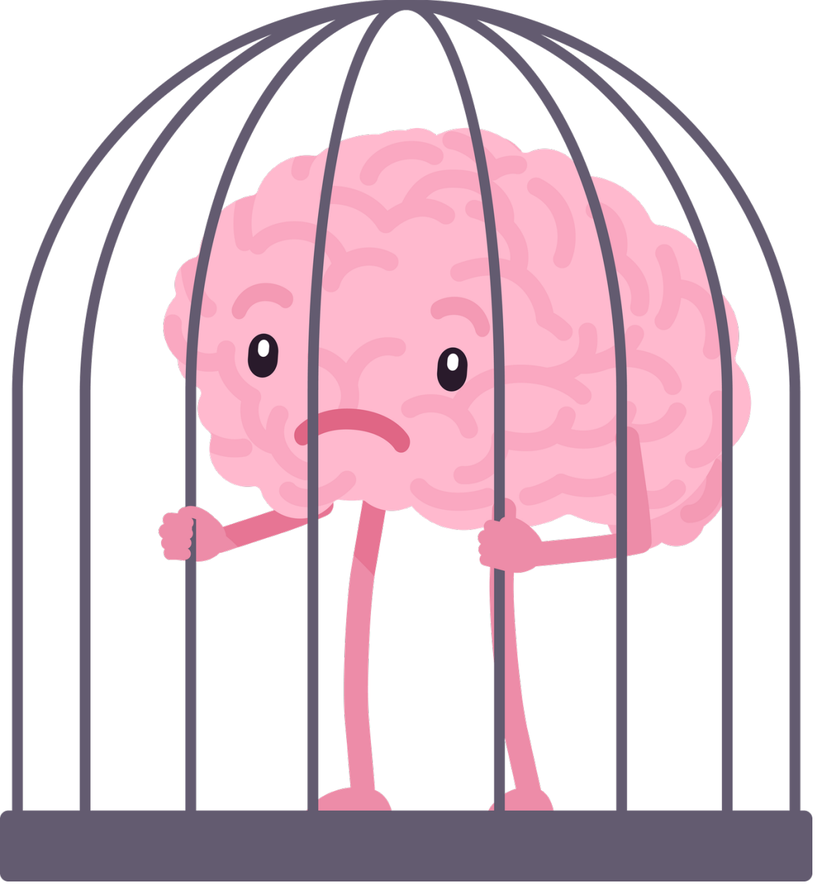
We expect kids to be flexible, but we adults often aren't flexible at all!

Modeling expectations

Adapting to their needs

We have a rigid set of rules for behavior for youth, especially in schools, and rarely make exceptions

Neurodiversity-affirming practices are built on a foundation of flexibility and adaptability, understanding that each person has unique needs



The Harm

Shame

We cannot underestimate the shame that our youth undergo in schools, especially our neurodivergent youth

Youth are set up to be compared with each other, and when they fail to fulfill the roles they're expected to, their identity is entrenched in feelings of shame

Ableist stigma leads to feelings of shame

Shame is a very lonely moment; it disrupts relationships and cuts off connections

Fragmentation of selfhood

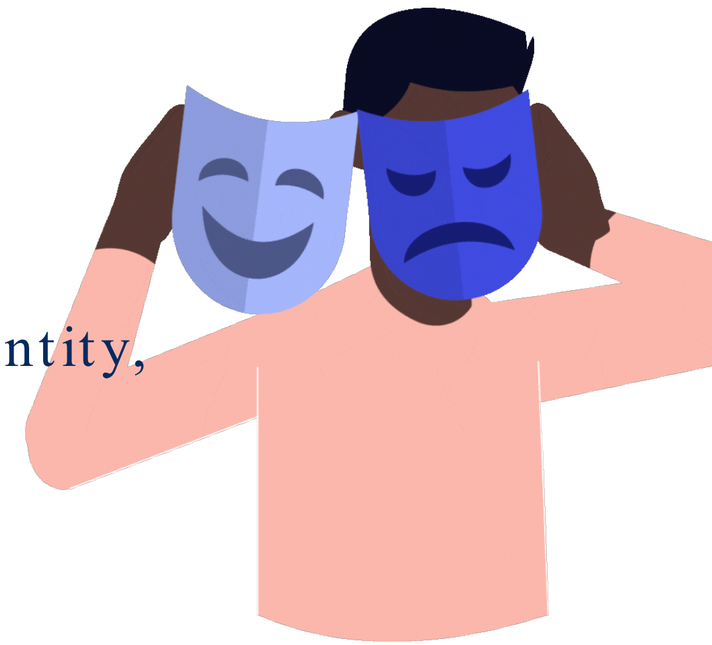
Masking

Masking involves consciously or unconsciously hiding authentic traits

It can involve:

- Suppressing reactions to sensory experiences
- Altering or reducing stimming or other body movements, facial expressions, or gestures
- Altering social communication to mirror neurotypical social expectations

Masking leads to burnout, exhaustion, shame, depression, anxiety, low self-worth, loss of identity, and even self-harm and suicidal ideation



Meltdowns, Shutdowns, & Burnout

Neurodivergent students can become overwhelmed more easily and struggle with the feeling more than NT students

A meltdown is the external response to the overwhelm

A shutdown is the internal response to the overwhelm

A shutdown has all the same overwhelming and distressing feelings as a meltdown, but instead of the feelings being expressed outwardly, they are trapped inside

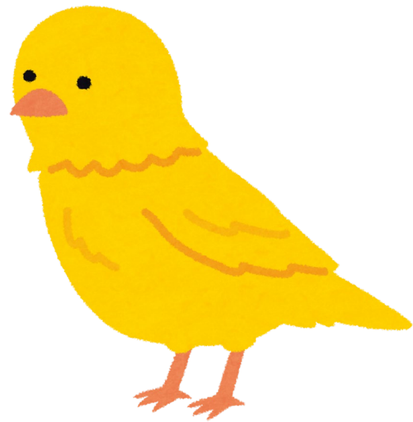
Burnout is a state of mental, physical, or emotional exhaustion

Sanaries in the Coal Mine

Just because school is working for some students, doesn't mean it is good for students

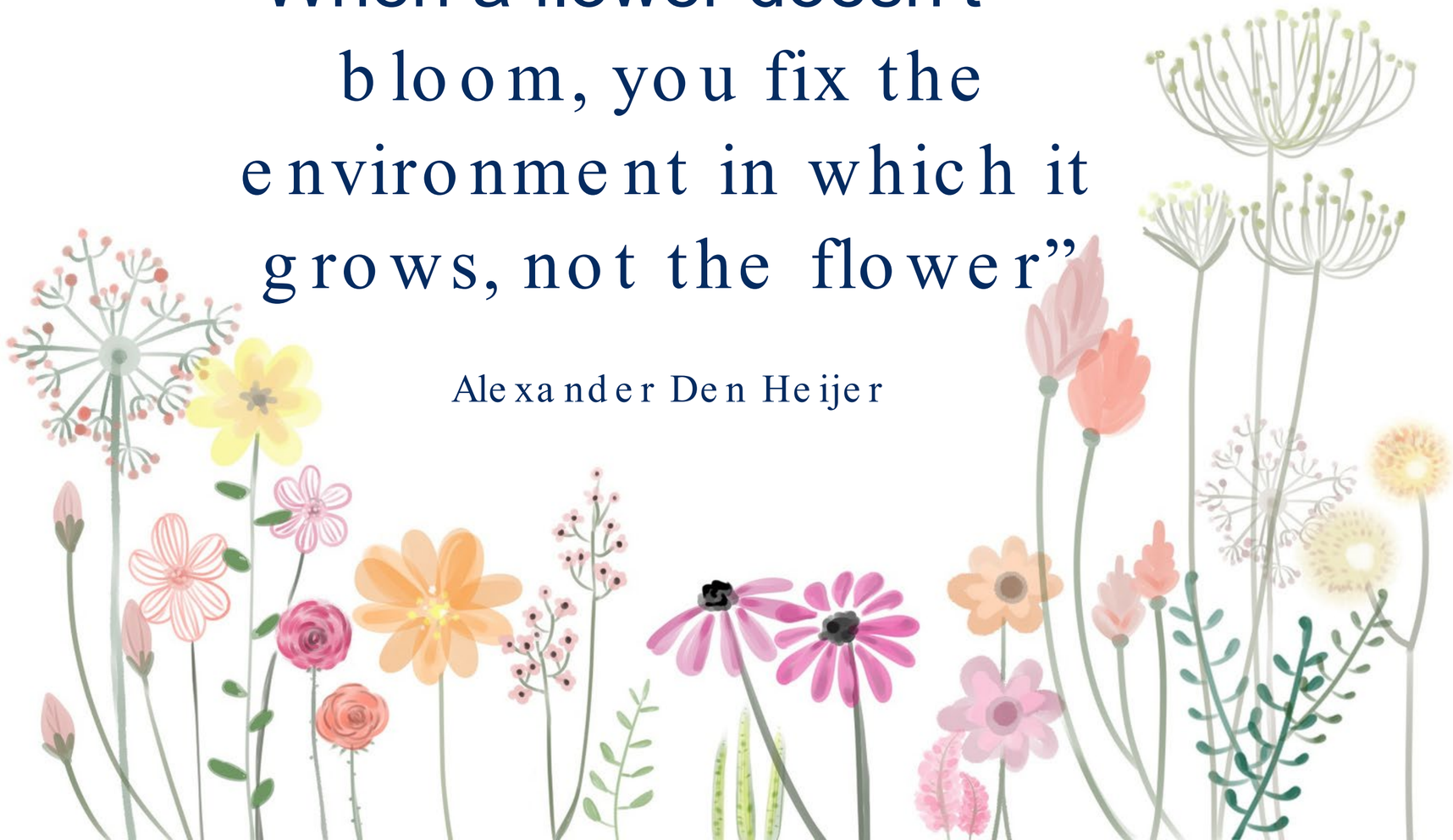
We can think of our neurodivergent students, and our students with "behavioral issues" as the canaries in the coalmine

What are these youth telling us about how schools are impacting ALL students - what can we change?

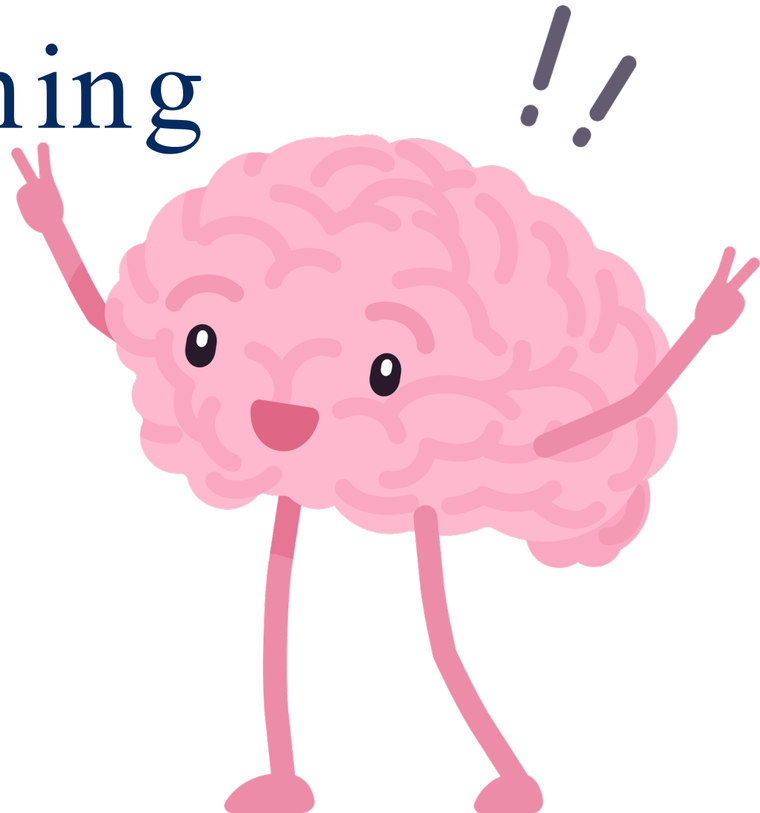


“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower”

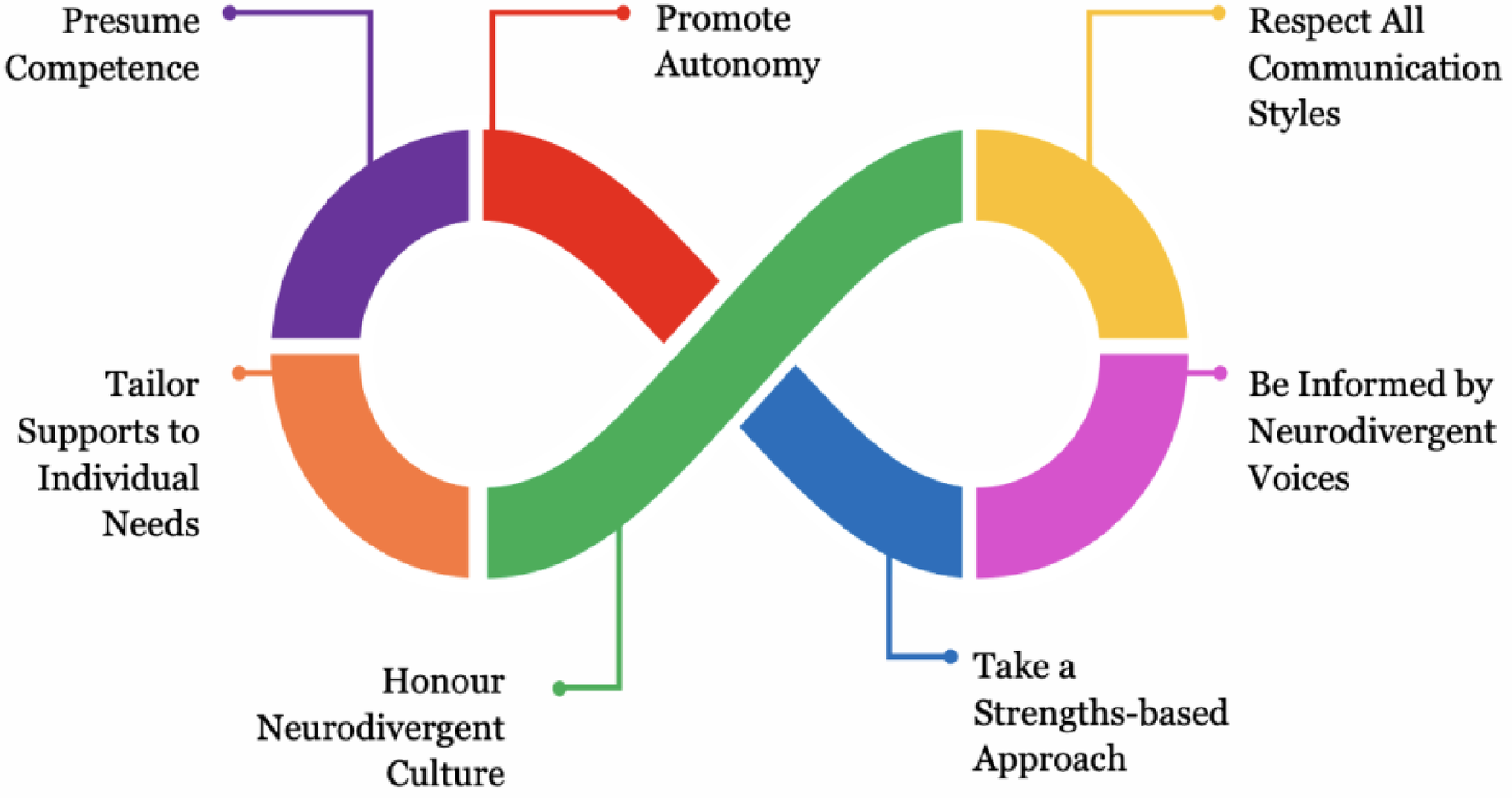
Alexander Den Heijer



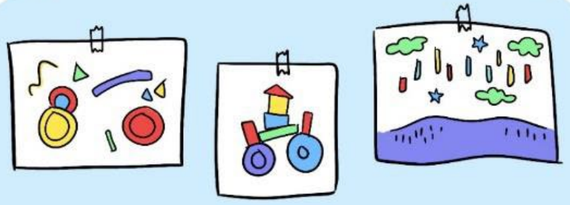
What Is
Neurodiversity-Affirming



Neurodiversity Affirming Practice



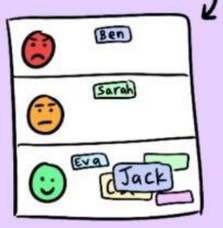
In Neurodiversity-affirming Classrooms...



Difference is CELEBRATED.
Individual Expression is encouraged.

Dr. Ross Greene

Replace this



...with this

Accommodations + modified work are always accessible.

Kids are taught that all Learning Styles are VALID.

Silence + stillness are not Essential conditions for LEARNING.

NeuroWild

Normalizing Inclusion

We need to normalize the need for accommodations and remove the ableist shame associated with needing support

How can we make it so schools are already set up to be inclusive?

We can create environments that work for everyone without having to single neurodivergent students out

Reframing Behavior

All behavior is communication!

Adults often attribute “misbehavior” to a “wrong choice” that a student makes about how to act, but this is rarely the case

Behavior does not happen in a void; it is influenced by the environment

What is the context of the behavior?

And this must go deeper than just the ABCs

Regulation ≠ Calm

What do we actually mean by “regulation”?

We don’t expect babies to regulate on their own (I hope), but we do expect this of children and adolescents

Regulation does not mean calm! Regulation means matching your energy to the energy of the task

Many neurodivergent kids cannot access the necessary skills to regulate themselves when they are dysregulated

Self-regulation can only be learned through co-regulation

Regulation before expectation!

Co-Regulation

Co-regulation is an embodied presence of togetherness

It is being with people in a meaningful way to help balance and recharge the sensory system and bodymind

Youth attune to our regulation state/ nervous system - if our system is safe and connected, it brings others into a safe and connected state

Our own calm presence is regulating

Adults model regulation by being in conscious control of our own thoughts, feelings, and behaviors

Connection Over Compliance

If schools are focused on discipline, obedience, classroom management, and behavior management, we are losing connection

We always have the opportunity to connect with one another or unintentionally escalate one another (Desautels)

Trusting relationships are paramount to learning

Collaborative & Proactive Solutions

Ross Greene's program

Theory: Kids do well if they can

Focus: Lagging skills and unsolved problems

Practice: Identifying lagging skills and unsolved problems through an assessment; collaborating with the student on solving the problem

Prioritizes understanding the student and the underlying issues, and empathizing with them

Low Arousal Approach

Crisis management strategy devised by Andrew McDonnell that focuses on reduction of stress, fear, and frustration by creating a caring and calm environment

Emphasizes adults having a strong positive relationship with the student, and a person-centered and positive outlook about them

Reduces demands, avoids triggers, and limits rules

Relies on practitioners reflecting on incidents and identifying areas where their own behavior may have contributed to an incident

The NEST Approach

Nurture: Help the student feel safe

Empathize: Work to understand their perspective

Sharing Context: Try to gain deeper insight into the issue

Teamwork: Problem - solve with the student

Supporting Sensory Needs

Recognizing what a sensory need is

Helping students recognize their sensory needs

Providing supports like noise-canceling headphones, earplugs, fidgets

Offering flexible seating options

Offering access to a quiet space

Turning off non-essential lighting

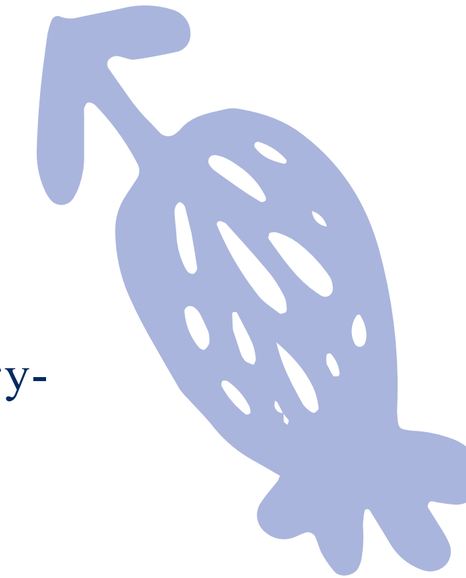
Removing scented products from classroom

Providing alternative to noisy events or spaces

Allowing frequent breaks

Embracing “loud hands”

Offering options for sensory-seeking needs



Interoception

Interoception is our eighth sense

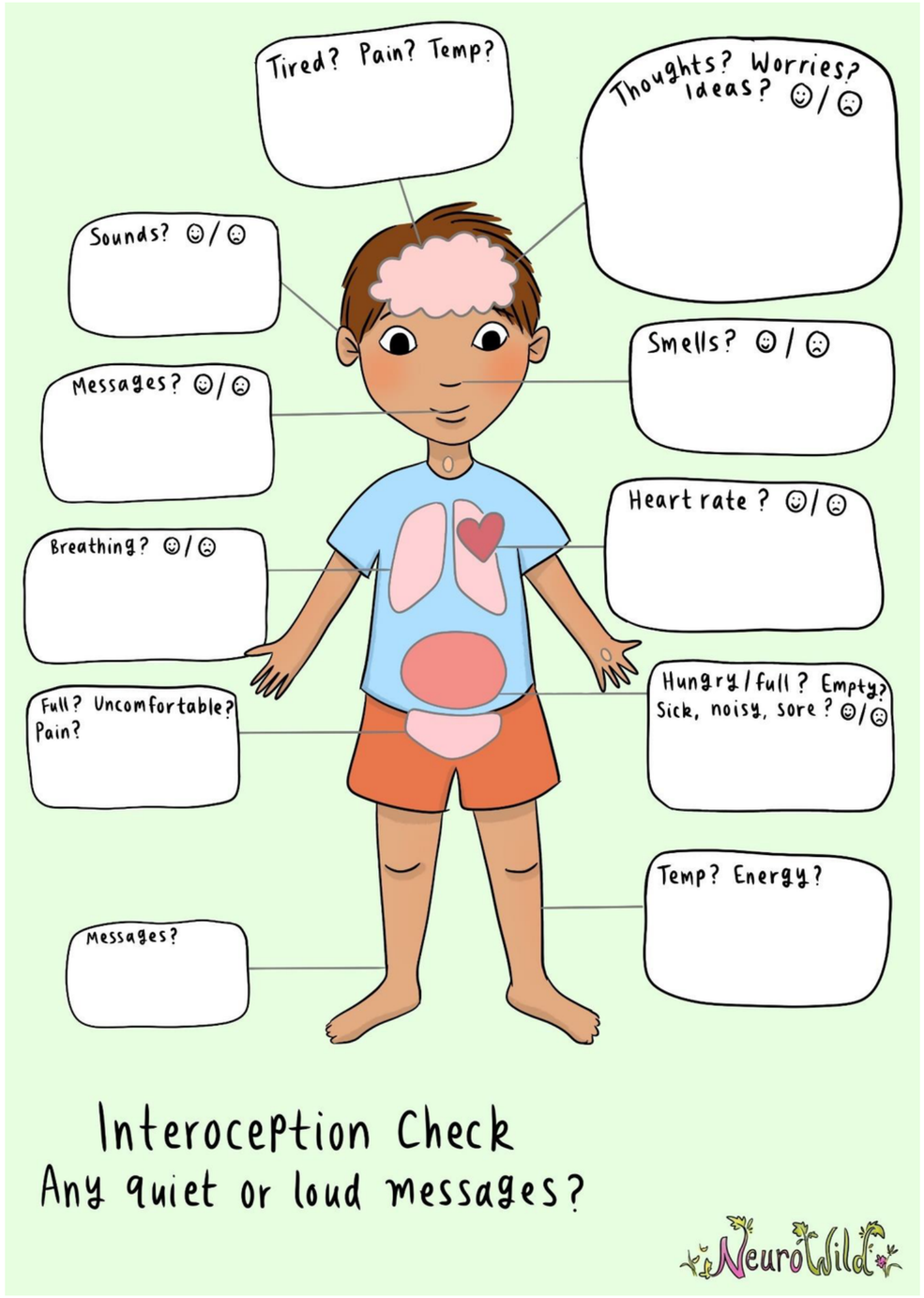
Refers to our body's internal cues, including hunger, thirst, bathroom needs, temperature, illness, fatigue

Many neurodivergent students may have differences in how readily they recognize or interpret these internal cues

Unrecognized or unaddressed internal cues can cause dysregulation

We can work with students to become attuned to their bodies

Kelly Mahler


Tired? Pain? Temp?
Thoughts? Worries? Ideas? ☺/☹
Sounds? ☺/☹
Smells? ☺/☹
Messages? ☺/☹
Heart rate ? ☺/☹
Breathing? ☺/☹
Hungry / full ? Empty? Sick, noisy, sore ? ☺/☹
Full? Uncomfortable? Pain?
Temp? Energy?
Messages?
Interoception Check
Any quiet or loud messages?
NeuroWild

Proprioception

Proprioception is our body's ability to sense its position and movement in space AND it's a regulating sense

It's an automatic or subconscious process

Provides a physiological sense of regulation

1. Exertion
2. Impact
3. Pressure

Preferred proprioception

- Build in access to preferred proprioception throughout the day to prevent dysregulation
- Have emergency coping strategy

Occuplaytional Therapist

Accomodations

Accommodations are only accommodating if they work for the person who is receiving them

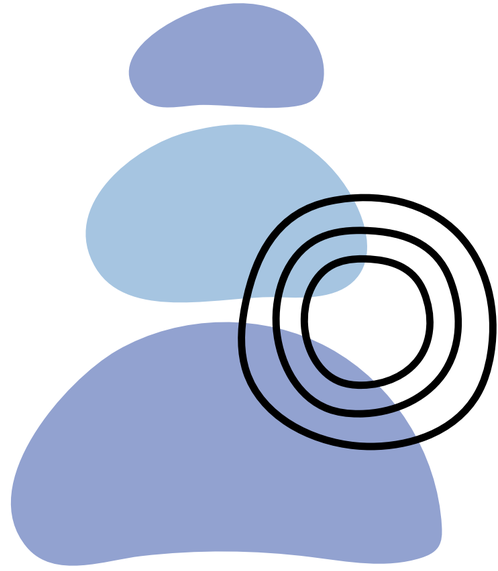
Promote inclusive spaces for kinetic learners

Embrace movement-based learning

Address sensory needs

NOT contingent on anything

Non-conditional acceptance and real inclusion



Neurodiversity-Affirming "Goals"

Respect and validate student's sensory processing differences

Respect and validate student's neurodivergent learning style

Goals focused on creating neurodiversity-affirming environment in the schools and training staff

Collaborative problem-solving approach

Offering mental health support and helping students develop a positive identity

Emily Hammond, NeuroWild

What About Meltdowns?

First off, meltdowns are not inevitable!

Meltdowns are nervous system responses, not choices the child is making

They happen when the child emotionally flooded

The child is extremely overwhelmed and in fight or flight

We should be focusing on prevention rather than management

he's-extraordinary
TOOLS FOR RAISING AN EXTRAORDINARY PERSON

A Neuroaffirming Guide to

PREVENTING MELTDOWNS IN AUTISTIC CHILDREN

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Radical Inclusivity

Radical inclusivity goes beyond the idea of just accepting differences

It confronts neuronormativity

Inclusion isn't about just tolerating differences or grudgingly accommodating needs; it's also not about valuing individuals only for their worth deemed by society

Radical inclusion means people are accepted and included because they are human beings, period

Reflection

How does ableism operate in your school?

How does neuronormativity operate?

What policies, practices, and aspects of institutional culture have perpetuated these norms?

What ideologies or assumptions do you think are behind these?

What has allowed them to persist?

Advocacy

Supporting neurodivergent students isn't just about 1:1 work, it's also about advocating for their needs and helping them find their voice to advocate for themselves

We can help to make change in our schools, in our health centers, in our private practices...

We can demand change to ableist practices and policies

We can also help students to learn how to advocate for themselves and to push back against injustice

We Can Help These Kids!

There is a common refrain that these students are too “complicated” for us to work with

But what does every kid want first and foremost?

To feel like they belong, and that someone cares about them

School-based health workers are on the front lines and often have the most contact with families and educators and can be the bridge between the two

Going Forward

Seek out trainings, presentations, talks, books, etc. by individuals with lived experience

Talk to the students in your school who are neurodivergent!

Listen more than talk!

Find small ways to start changing the conversation on neurodiversity - try group activities with your colleagues and school staff

Push back against the status quo

Question your own assumptions

Always use a critical neurodiversity lens

Activities for Staff

Some ideas for activities you can try with school staff and colleagues to help foster understanding of neurodiversity-affirming practices

Reframe & Redesign: Creating Neurodiversity-Affirming Support Plans

1. Warm-Up (5–10 minutes): "Challenge the Default"
Each group lists 2–3 traditional approaches used in schools to support students who are neurodivergent (e.g., behavior charts, exclusionary discipline, compliance-based IEP goals). Then, they reflect briefly on:

- Who benefits?
- Who is excluded?
- What assumptions about “normal” behavior are being made?

2. Case Scenario Work (25–30 minutes): Give each group a fictional case scenario (e.g., a student with ADHD who is often disciplined for being out of seat, or an Autistic student overwhelmed by noise in the cafeteria).
Task: Using the neurodiversity-affirming principles handout, groups must:

- Identify what non-affirming practices are present.
- Reframe the “problem behavior” from a strengths-based and neurodiversity-affirming lens.
- Develop a support plan that affirms the student's neurotype, includes student voice, and promotes belonging (not just accommodation).
- Encourage use of inclusive language, environmental design, and natural supports.

3. Gallery Walk or Share-Out (10–15 minutes): Groups either present their redesigned plan or do a gallery walk to read each group’s ideas. Facilitator guides a short debrief:

- What themes emerged?
- What shifts did you notice in your thinking?
- How can these ideas be brought back to your own schools?

Why This Works:

- Encourages critical thinking and unlearning.
- Models affirming practices by centering student agency and environment-based supports.
- Builds community and idea-sharing across professional experience levels.

The Why Ladder

Purpose: Unpack underlying beliefs behind school practices.

How it works:

- Present a common school practice (e.g., "Students must sit still and be quiet to learn").
- In small groups, ask “Why?” repeatedly (aim for five layers deep) to uncover the root assumptions behind it.
- Reflect: Are those assumptions universally true? Whose needs are centered?
- Outcome: Helps participants identify ableist or outdated beliefs embedded in "normal" practices.

What Is Normal?

Purpose: Deconstruct the idea of normalcy in school expectations.

How it works:

- Write down a list of “normal” behaviors expected in school (e.g., eye contact, timed testing, group work).
- Discuss in groups:
  - Who defines these norms?
  - Who benefits, and who is marginalized?
  - Are these expectations culturally or neurologically biased?
- *Outcome:* Builds awareness of how neuronormativity shapes school systems and marginalizes neurodivergent students.

Role - Reversal Scenarios

Purpose: Promote empathy and shift perspective.

How it works:

- Present a scenario where a neurodivergent student is expected to conform to a rigid system (e.g., sensory - unfriendly classrooms, punitive behavior plans).
- Ask: What if the teacher or principal had to follow these same expectations?
  - How would it feel to lose autonomy, be constantly corrected, or mask?
- Debrief with a discussion on double standards and the emotional labor of masking.
- *Outcome:* Encourages perspective - shifting and empathy - based critique of power dynamics.

System Swap

Purpose: Imagine new systems by replacing outdated ones.

How it works:

- List common school practices or policies (e.g., zero-tolerance discipline, standardized testing).
- Challenge each group to:
  - Identify the harm or inequity in the system.
  - Brainstorm a neurodiversity-affirming alternative.
  - Explain how their idea would change student outcomes or school culture.
- Outcome: Fosters creative thinking and empowers change-making.

Fact vs. Social Construct

Purpose: Distinguish between biology, behavior, and bias.

How it works:

- Read a series of statements (e.g., “Students with ADHD are disruptive,” “All students learn best when sitting still”).
- Groups label each one as:
  - Fact (evidence-based truth)
  - Social construct (culturally agreed-upon norm)
  - Bias (stereotype or ableist assumption)
- Discuss where these ideas show up in practice, policy, or attitudes.
- Outcome: Encourages participants to examine beliefs and practices critically.

Resources

- Organizations:
  - Autism Self Advocacy Network (ASAN)
  - Autistic Women and Nonbinary Network (AWN)
  - Association for Autistic community
  - Autistics 4 Autistics
  - Therapist Neurodiversity Collective

- Websites:
  - Stimpunks.org
  - SinsInvalid.org
  - Austicality.co.uk
  - LivedExperienceEducator.com
  - AutCollab.org
  - NeuroClastic.com
  - Aucademy.co.uk
  - AUsomeTraining.com

- Theories, Studies, Movements:
  - Critical autism studies
  - Disability justice movement
  - Neurodiversity studies
  - Mad studies/ mad pride
  - Crip theory
  - Critical psychology
  - Queer studies
  - Liberation psychology
  - Disability studies

- Experts/ Educators/ Lived Experiencers:
  - Nick Walker
  - Kelly Mahler (Interoception)
  - Robert Jason Grant (AutPlay)
  - Raelene Dundon
  - Emily Hammond (NeuroWild)
  - Janae Elisabeth (Trauma Geek)
  - Greg Santucci (OT)

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Thank you!

Please reach out with any questions, comments,
feedback, or if you just want to discuss these topics

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