



Neurodiverse Strengths

Neurodiversity refers to the natural variation in brain function and development. This means that different kids may have different ways of thinking, learning, and processing information.

Autism Spectrum Disorder (ASD):

ASD is a developmental disorder that affects social interaction, communication, and behavior. Kids with ASD, or “Autistic kids” may have difficulty with social cues, language, and repetitive behaviors.

Attention Deficit Hyperactivity Disorder (ADHD):

ADHD is a disorder that affects attention, hyperactivity, and impulsivity. Kids with ADHD may have difficulty with focus, organization, and impulse control.

Dyslexia:

Dyslexia is a learning disorder that affects reading ability. Kids with dyslexia may have difficulty decoding words, spelling, and reading comprehension.

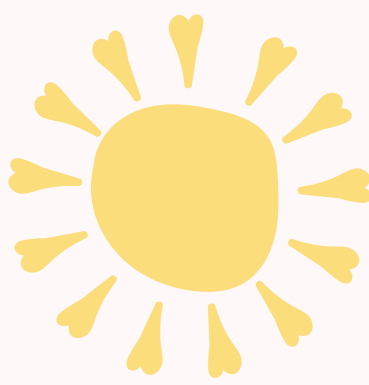
Dyspraxia:

Dyspraxia is a disorder that affects movement and coordination. Kids with dyspraxia may have difficulty with gross motor skills, fine motor skills, and planning and executing movements.

Sensory Processing Disorder (SPD):

SPD is a condition that affects the way in which the brain processes sensory information. Kids with SPD may be over or under-responsive to certain sensations, leading to discomfort or distraction.

These are just a few diagnoses that can be considered neurodivergent. It is important to know about neurodiversity in kids learning because it helps us understand and appreciate the unique strengths and challenges that neurodiverse kids bring to the world.



Neurodiversity Affirming Criteria:

It is equally important to make sure your child's services fit the criteria of providing genuine neurodiversity affirming practices. Below are some examples you can refer to when choosing your child's team of service providers.

**Strengths-Based approach
to testing and goals**

**Access to
supports
&
accommodations**

**Stimming
is embraced**

**Special
interests
incorporated**

**All
communication
is valid**

Play-based

**Child-led
activities**

**Behaviors are
viewed as
communication**

**Presumed
Competence**

**Differences
celebrated**

**All
play
is
valid**

**Bodily
Autonomy**

**No forced
eye contact**

**Connection
over
compliance**

**Family is part
of the
therapy team**