


Mom's Ask Bingo

PARENTING + NEURODIVERGENCY

<p>HOW IS BEING NEURODIVERGENT A GIFT TO YOU + OTHERS? HOW DOES IT IMPACT YOUR CAPACITY TO GIVE + RECEIVE?</p>	<p>WHAT ARE THE BIGGEST STRENGTHS AND WEAKNESSES OF NEURODIVERGENT (ND) PEOPLE?</p>	<p>HOW DID YOU RECOGNIZE NEURODIVERSITY IN YOUR CHILDREN?</p>	<p>HOW CAN WE AS PARENTS HELP A KIDDO WHO MIGHT BE NEURODIVERSE DEVELOP INTO WHO THEY ARE?</p>	<p>HOW DO YOU GO ABOUT GETTING A DIAGNOSIS FOR YOUR CHILD IF YOUR PEDIATRICIAN DOESN'T THINK THERE IS ANYTHING WRONG, BUT YOU KNOW THERE IS?</p>
<p>RECOGNIZE CAPACITY IS AN ALTERNATION OF INPUT (DOWN REGULATE) + OUTPUT (UP REGULATE) AND IS NOT A LIABILITY ISSUE BUT AN EMBODIMENT ISSUE THAT SUMMONS HOPE AND COURAGE.</p>	<p>WE'RE ALL HAVING A HUMAN EXPERIENCE WITH OUR BRAINS, WE ALL HAVE THINGS THAT LIGHT US UP "STRENGTHS" + CHALLENGES US "WEAKNESSES". IT'S AMPLIFIED IN A ND SOUL</p>	<p>ATTENTIVE TO THEIR REPETITIVE BEHAVIORS: HOW THEY ENGAGE IN THE SAME ACTIVITIES OR ROUTINES OVER + OVER.</p>	<p>NEURODIVERSITY INCLUDES EVERYONE IN THE HOUSEHOLD EVERYONE CAN CREATE STRATEGIES + SAFETY PLANS TO CREATE AN ENVIRONMENT OF TRUST + EMOTIONAL SECURITY. RIGID PARENTING BREEDS FEAR + ANXIETY + STIFLES GROWTH.</p>	<p>KNOW YOUR RIGHTS + REQUEST A REFERRAL. REALIZE YOU WILL HAVE TO HIRE + FIRE CAREGIVERS WITH PHD'S ON YOUR SUPPORT TEAM. THEY SPECIALIZE IN A FIELD, NOT YOUR CHILD.</p>
<p>REFRAME + REIMAGINE THE WORLD IN A MORE INTERESTING AND BEAUTIFUL PLACE.</p>	<p>LIGHTS UP "STRENGTH": CREATIVITY, EMPATHY AND EMOTIONAL UNDERSTANDING, DEEP, SPECIFIC INTERESTS THAT CAN LEAD TO EXPERTISE IN CERTAIN AREAS.</p>		<p>ACCEPT + EMBRACE YOURS AND YOUR CHILD'S NEUROTYPE + HELP THEM UNDERSTAND THAT THEIR BRAIN DIFFERENCES ARE NOT FLAWS BUT RATHER THEIR UNIQUE, HUMAN QUALITIES THAT ARE DYNAMIC, NOT STATIC.</p>	<p>NO MATTER HOW AT A LOST YOU ARE, YOU ARE THE SPECIALIST OF YOUR FAMILY. YOU ARE ASKING OTHERS TO PARTNER W/YOU WHO BELIEVE + VALUE YOUR SELF-REPORTING. YOU HAVE NOTHING TO PROVE.</p>
<p>RECEIVE SELF AS A GIFT WHO BRINGS A UNIQUE WAY OF PERCEIVING + INTERACTING WITH THE WORLD THAT IS OTHERWISE MISSING.</p>	<p>CHALLENGES "WEAKNESSES": SOCIAL DIFFICULTIES WITH SOCIAL CUES AND COMMUNICATION, FORMING RELATIONSHIPS</p>	<p>NOTICED CHALLENGES WITH READING, MATH, SOCIAL INTERACTION, COMMUNICATION, EMOTIONAL REGULATION, STRONG INTERESTS OR OBSESSIONS IN SPECIFIC TOPICS</p>	<p>BE HUMBLE + ASK THEM FOR THEIR INSIGHT + ENCOURAGE THEIR INTERESTS. THESE CAN OFTEN LEAD TO THEIR STRENGTHS + HELP THEM BUILD CONFIDENCE.</p>	<p>ESTABLISH THE PURPOSE FOR SEEKING A DIAGNOSIS TO GUIDE THE PROCESS + SECURE RESOURCES: 1. TREATMENT TO OPEN DOORS TO VARIOUS THERAPIES, MEDICATIONS, OR INTERVENTIONS</p>
<p>RESOLVE PROBLEMS IN CREATIVE WAYS.</p>	<p>CHALLENGES "WEAKNESSES": EASILY OVERWHELMED, OFTEN MISUNDERSTOOD, RIGIDITY + RESISTANCE TO CHANGE</p>	<p>SAW CLUES REGARDING SENSORY SENSITIVITIES OR PREFERENCES, LIKE BEING BOTHERED BY LOUD NOISES, SMELLS, TOUCH, CERTAIN FOODS, OR CERTAIN TEXTURES,</p>	<p>ACCOMMODATE SENSORY NEEDS W/TOOLS THAT CAN HELP YOUR CHILD MANAGE: TWINKLE LIGHTS INSTEAD OF BRIGHT LIGHTS, NOISE-CANCELLING HEADPHONES, PROVIDE A COZY + RELAXING SPOT FOR YOUR CHILD TO UNWIND OR ESCAPE SENSORY OVERLOAD.</p>	<p>2. RECEIVING SSI BENEFITS 3. DOCUMENTATION FOR SCHOOL: (IEP) OR 504 PLAN 4. VALIDATION: A DIAGNOSIS CAN BRING CLARITY + VALIDATION TO YOUR LIVED EXPERIENCES.</p>




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<p>WHAT'S SOME HELPFUL LANGUAGE WE CAN TEACH OUR NEUROTYPICAL KIDS TO HONOR NEURODIVERGENT PEOPLE THEY MAY ENCOUNTER?</p>	<p>HOW DOES ONE HANDLE HIGH STRESS AND HIGH SENSORY INPUT WITH UPSET CHILDREN WHEN I STRUGGLE WITH ANXIETY/DEPRESSION/PTSD/AND SENSORY PROCESSING ISSUES?</p>	<p>AS A FORMER TEACHER & MAMA, I FEEL LIKE I KNOW SOMEWHAT HOW TO HELP MY SON WITH ADHD AND I UNDERSTAND WHERE THE HARD TIMES WITH HIM COME FROM.</p>	<p>HOW DO YOU BALANCE THE BASIC DIFFERENCES IN NEEDS FOR SOMEONE WHO IS NEURODIVERSE AND SOMEONE WHO IS NOT? THINKING SPECIFICALLY AS A FAMILY MAKEUP AS ADULTS</p>	<p>I'M IMAGINING SOMEONE WHO DISCOVERS THEY ARE NEURODIVERSE MIGHT FEEL ON THE OUTSIDE OR THE ODD ONE OUT AT TIMES. HOW DO WE HELP THEM FEEL SEEN?</p>
<p>SAY "NEURODIVERGENT PERSON" OR "DIVERGENT" VERSUS NEURODIVERSE PERSON. NEURODIVERSITY INCLUDES ALL NEUROTYPES</p>	<p>ESTABLISH YOUR SAFETY PLAN TO IDENTIFY WHAT CARE + SUPPORT LOOKS LIKE FOR YOU. DOWNLOAD THE PDF BY SCANNING THE QR CODE</p>	<p>BUT MY HUSBAND IS REALLY STRUGGLING AND GETS FRUSTRATED WITH OUR SON. I DON'T WANT TO BE THE MIDDLE MAN BUT I DON'T KNOW HOW TO TEACH MY HUBBY OR GUIDE HIM IN THE ADHD WORLD-HELP!</p>	<p>REMEMBER, NEURODIVERSITY INCLUDES EVERYONE IN THE HOUSEHOLD. EVERYONE IS HAVING A DIFFERENT, HUMAN EXPERIENCE, WHICH REQUIRES THAT WE CREATE + SHARE LIFE-GIVING STRATEGIES + SAFETY PLANS.</p>	<p>BE FLEXIBLE WITH THEM + PLAN THINGS WITH THEM IN MIND</p>
<p>SAY "NON-SPEAKING" VS "NON-VERBAL" BECAUSE COMMUNICATION IS ALWAYS HAPPENING, PUT THE EMPHASIS ON HOW THEY COMMUNICATE</p>	<p>COMMUNICATE YOUR SAFETY PLAN TO THOSE CLOSEST TO YOU. WE CAN TEACH YOUNG CHILDREN THAT MOM HAS DISABILITIES THAT REQUIRES COMPASSION + STRATEGIES</p>		<p>AIM FOR HARMONY + RHYTHMS OVER BALANCE. BALANCE IS A HEALTHY OUTCOME WHEN WE'RE IN HARMONY, LIKE A BODY WITH DIFFERENT BODY PARTS + FUNCTIONAL SYSTEMS. ONE ISN'T MORE IMPORTANT THAN THE OTHER, IT'S INTEGRATIVE.</p>	<p>GIVE THEM A COUPLE OF OPTIONS TO PARTICIPATE ON THEIR TERMS</p>
<p>SAY "MELTDOWN" (UNCONTROLLABLE ACTIONS), "STIMMING" (SELF-STIMULATION WHEN DYSREGULATED) VS DISRUPTIVE OR PROBLEMATIC BEHAVIOR WHEN THEY'RE RESPONDING TO DISTRESS</p>	<p>REIMAGINE YOUR DISABILITIES AS AN OPPORTUNITY TO PRACTICE LOVING ACCOMMODATIONS + ACCEPTANCE - LESS BLAME + SHAME. DISABILITIES ARE NOT LIABILITIES - THEY ARE PART OF THE HUMAN EXPERIENCE</p>	<p>DISCOVER WITH YOUR HUSBAND WHAT'S UNDERNEATH HIS STRUGGLE + FRUSTRATION WHEN YOU'RE NOT ACTIVELY DEALING WITH YOUR SON'S EXECUTIVE FUNCTIONING DISABILITY</p>	<p>PRACTICE WILD CURIOSITY WITH A CHILDLIKE HEART. EXPERIMENT + DISCOVER WHAT WORKS, KNOWING THAT NOTHING IS STATIC AND WILL NEED TO CHANGE, EVENTUALLY.</p>	<p>REALIZE THE MOST DAMAGING THING DONE TO NEURODIVERGENT SOULS IS MAKING THEM AFRAID + FRUSTRATED OF THE WAY THEIR BRAIN NATURALLY WORKS.</p>
<p>AUTISTIC / AUTISM VS AUTISM SPECTRUM DISORDER (ASD) OR ON THE SPECTRUM</p>	<p>KNOW THAT THERE'S A DIVINE GOODNESS + COMFORT THAT CAN OVERWHELM THE TEARS THAT YOU CRY + THE HEARTACHE THAT YOU EXPERIENCE. AFFIRM YOUR BELOVEDNESS IN YOUR GRIEF</p>	<p>THIS COULD BE A FORM OF GRIEF OR INTERNALIZED GUILT FOR SOME PARENTS, AS IF THEY'VE FAILED IN PARENTHOOD. COMPASSION FOR NEURODIVERGENCE IS KEY, SOMETIMES A CHILD'S ND IS AN UNWANTED MIRROR</p>	<p>PRACTICE WILD CREATIVITY WITH A CHILDLIKE HEART</p>	<p>THEY DON'T WANT PITY, THEY WANT DIGNITY, TO LOVE AND TO BE LOVED UNIQUELY AS THEMSELVES AS THEY LIVE OUT THEIR SACRED, HUMAN EXPERIENCE</p>



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Create + Curate

Your Neuro Sanctuary

Bingo

TOOLS + TIPS

LISTEN TO AN AUDIO BOOK OR PODCAST THAT HELPS WITH NEURO INCLUSIVENESS	SEE SOMETHING BEAUTIFUL ABOUT MYSELF AND AFFIRM SELF: "I AM..."	SPEAK TRUTH TRANSPARENTLY, COURAGEOUSLY WITH A FAMILY OR FRIEND	SEE MY FEELINGS AS DIVINE DATA NOT THE ULTIMATE DIRECTION. I ALIGN ACTIONS W/CORE VALUES	EARPLUGS FOR ADULTS + CHILDREN LOOP EAR PLUGS
CREATE A SAFETY PLAN + UPDATE IT WHEN LIFE SHIFTS AND NEW, LIFE STAGES EMERGE	GET NON-TOXIC WELLNESS STICKERS FOR THE FAMILY FROM NATPAT	RESEARCH MELLOW OUT HERBAL SUPPLEMENT FOR ADULTS TO SUPPORT ANXIETY, IRRITABILITY, ETC.	ADULTS CAN INTEGRATE A LIFE OF PLAY. GO TO A PLAYGROUND, BLOW BUBBLES, ETC.	CREATE TRANSITIONS BETWEEN ACTIVITIES TO CULTIVATE SLOWING DOWN TO REGULATE + SAVOR LIFE
SEE THE CLOUDS DRIFT BY AS YOU LET YOUR IMAGINATION DRIFT IN WONDER	GO TO PUBLIC LIBRARY		RESEARCH ADDED ATTENTION HERBAL SUPPLEMENT FOR BRAIN + NERVE SUPPORT FOR CHILDREN	REALLY LISTEN TO THE SOUND OF MY VOICE + ACCEPT IT AS EVIDENCE OF GOD'S SHALOM
SEE GRIEF AS A REMINDER OF HOW DEEPLY CONNECTED YOU WERE IN THE FACE OF ANY SORROW/LOSS	HEAR YOUR BREATHING AS A REMINDER OF GOD'S BREATH ANIMATING YOUR SOUL (LIFE)	GET RESPITE FOR YOUR EYES FROM BLUE LIGHT BLOCKED ON A COMPUTER W/ F.LUX	SEE NEEDS AS AN INVITATION TO PRACTICE ACCEPTANCE + ACCOMMODATION, NOT INTRUSION	SEE A BETTER WAY TO FOCUS FOR CHILDREN + FAMILIES WITH JOON USE CODE JVE9YB FOR 20% OFF
SEE THE MOONLIGHT W/OTHERS IN CHILDLIKE WONDER	AMPLIFY A MORE COLLECTIVE, SHALOM-MAKING WORLDVIEW, VERSUS INDIVIDUALISM	USE THE FOREST FOCUS APP AND OR THE WATER DO APP TO MANAGE YOUR TO DO'S + LIFE WITH FUN	TOUCH + GROUND SELF WITH SENSORY STICKERS BY CALM STRIPS	DEFINE WHAT PERSONAL + COLLECTIVE ARTVOCACY LOOKS LIKE IN THIS STAGE OF YOUR LIFE

My Name: _____

NEURODIVERSITY AFFIRMING LANGUAGE TO USE & NOT TO USE

Language to Use

A neurodivergent person or a neurotypical person

Identity First Language

Autistic child

Neurodivergent person

ADHDer*

*Note: Language for ADHD (Attention Deficit Hyperactivity Disorder) isn't great and is evolving

Autistic / Autism

Autistic person with ____ current support needs and ____ current strengths and abilities

Autistic traits

Speaking / Non-speaking

They sometimes speak

She uses an AAC device to communicate

Language NOT to Use

A neurodiverse person

Person First Language*

Child with autism

Person who has neurodivergence

Person who has ADHD

*Note: Respect and individual's preferences if they prefer other language

Autism Spectrum Disorder / ASD / On the Spectrum

High-functioning / Low-functioning autistic person

Red flags for autism

Verbal / Non-verbal

They're mostly non-verbal

She doesn't use verbal communication



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info and conversations



Exploring Neurodiversity Podcast

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Respectful Language Guide

Potentially Offensive Language	Preferred Language	Rationale (Why it is Preferred)	Example of Preferred Language
Autism Spectrum Disorder (ASD)	Autistic, on the spectrum	It avoids negative connotations associated with the word 'disorder'	"They have four Autistic students in their class."
Autistic (Lowercase "a")	Autistic (capital "A"), do not capitalize 'non-autistic'	Capitalizing the word Autistic acknowledges the unique culture and community surrounding Autistic folks. This is similar reasoning for capitalizing the word "Black" and "Deaf"	"They are Autistic."
Neurodiverse	Neurodivergent	Neurodiverse refers to the general diversity seen across all people. Neurodivergent refers to a specific individual or group (e.g., Autistics) with a particular variation of diversity	"An Autistic person is considered to be, and many prefer to be called, neurodivergent. Other examples of neurodivergence include ADHD, stuttering, and generalized anxiety."

Potentially Offensive Language	Preferred Language	Rationale (Why it is Preferred)	Example of Preferred Language
Person-first language (person with autism)	Identity-first language (Autistic)	Identity first language reflects the belief that being Autistic is a core part of a person's identity	"They are Autistic." "Autistic employees."
Executive Dysfunction	Executive functioning	It avoids negative connotations associated with the word 'dysfunction'	"They use detailed lists to support their executive functioning."
Autism symptoms or impairments	Specific Autistic experiences, features, or characteristics	It avoids medical terminology that pathologizes the characteristics and experiences of Autistic people as deficient and abnormal	"Autism/Autistic characteristics" or specify the specific feature you are discussing. For example, "Some Autistic people find reducing eye contact with someone increases their ability to process language." or "Some Autistic people find reduced eye contact to be more comfortable."

Potentially Offensive Language	Preferred Language	Rationale (Why it is Preferred)	Example of Preferred Language
Functioning labels: “high-functioning” and “low-functioning” and severity: “mild”, “moderate”, “severe”	The specific needs of the specific Autistic person	It is important not to use functioning labels, as they medicalize autism and portray the spectrum as linear	“Emma requires 24-hour aide support.”
Suffers from, affected by, impacted by	Autistic, Autistic person	It is important not to use language that connotes pity or shame	“Yolan is Autistic.”
Cases/patients	Autistic, Autistic person	It is important to use humanizing language	“There are eight Autistic people signed up for the workshop.”
Red flag, warning sign	Possible indicators	It is important to use language that does not position autism as a burden or something to be feared	“Mike’s sensitivity to certain sounds is a possible indicator of autism.”

Potentially Offensive Language	Preferred Language	Rationale (Why it is Preferred)	Example of Preferred Language
At risk of autism	May be Autistic; increased likelihood of being Autistic	It avoids danger-oriented terms and avoids negative notions of autism	“Because the family already has one Autistic child, the second born child is more likely to also be Autistic.”
Co-morbidity	Co-occurring	Avoid using medical terminology; it shows that autism is not a disease	“Autistics have higher rates of co-occurring conditions such as anxiety, ADHD, and depression than non-autistic individuals.”
Cure, treatment, prevention	Specific supports and services	It helps show that autism does not need to be cured, treated, or modified	“There are supports for the specific issue you are dealing with.”
Autism is a disease/illness	Autism is a neurological difference or disability	This preferred term allows for the inclusion of positive characteristics as part of the core definition of autism	“Autism is simply a difference in how the brain processes information; and this difference influences how autistic people think and interact with others.”

Potentially Offensive Language	Preferred Language	Rationale (Why it is Preferred)	Example of Preferred Language
Special interests	Focused, intense, or passionate interests	Shows that everyone has interests, not just Autistic people, so they do not need to be characterized as “special”	“One of Shane’s focused interests is bikes. He has extensive knowledge about all things bike related. He rides bikes and talks about bikes whenever the opportunity presents itself.”
Nonverbal	Non-speaking	It shows that just because you do not speak does not mean that you do not communicate in other ways; non-speaking Autistic individuals still communicate	“An Autistic individual can be minimally speaking, or non-speaking, and be able to understand and communicate with you.”
Special needs	Specific descriptions of Autistic people’s needs	Shows that everyone has needs, not just Autistic people, so they do not need to be characterized as ‘special’	“Crystal has not yet learned how to cross the street safely. Until then, she requires support when walking across the street.”

Potentially Offensive Language	Preferred Language	Rationale (Why it is Preferred)	Example of Preferred Language
Challenging behaviour / disruptive behaviour / problem behaviour	Meltdown (for uncontrollable behaviour), stimming (when relevant), or a specific description of the behaviour (e.g., injurious or aggressive behaviour)	It is important not to pose behaviours such as stimming as a problem or as disruptive. In using the preferred language, one can avoid medicalizing autism as something that needs to be fixed	“Norm may use self-injurious behavior or become aggressive toward others when he is in distress.”
“Prefers to ___” *when not explicitly stated	Tends to ___ May ___ Sometimes (or often) ___	Using the term “tends to” as an alternative to “prefers to” focuses on observed behaviour and leaves room to understand why that may be; avoids assumptions	“Bob tends to stay inside”. “Randall often stays inside.”
Autistic traits *when used for distinguishable and uncorrelated characteristics	The specific trait	It is important to use the name of a specific trait rather than referring to it as an “Autistic trait” when characteristics extend into the general non-autistic population as well	“My daughter Jillian is Autistic, and my daughter Amy is non-autistic. They are both very outgoing.”