

## Neurodivergence / Autism – What is behind it?

Neurodivergence, such as autism or ADHD, is a unique way of perceiving and processing internal and external sensory input, caused by a differently functioning nervous system.

It is therefore a fixed characteristic and cannot be “therapied away” or “trained away.” Attempts to do so may harm the neurological (mental/psychological) health of the individuals affected.

If your child behaves differently or in a special way – whether loud or quiet – it is usually a sign of neurological overload and shows that the current conditions (at home or in kindergarten/school) are not well suited.

The good news is: there are always ways to adapt the environment to the needs of your neurodivergent child, so that it supports their health. We “only” need to know which adaptations are needed – and make sure the people around them understand.



Dear Parents,

you are receiving this flyer because autism or other neurodivergent behavior patterns have been observed in your child – whether it is already a diagnosis or just a suspicion – both are important and must be taken seriously.

Unfortunately, not every family receives the support they urgently need as quickly as they should.

This flyer aims to provide important information and strategies that may be helpful for making everyday life easier.

An initial source of support could also be the parents' course – you can find information about it on the website [www.neuroblick.de](http://www.neuroblick.de) or by sending me an email.

Best regards,  
Mandy Hartmann  
“NEUro-Blick”

## “General Checklist” – Important Basics Necessary in Neurodivergence

Neurodivergent people, whether children or adults, benefit greatly from:

- predictable daily routines (through regularity, rituals, or with the help of visual structure aids)
- quiet and safe retreat spaces, where they can withdraw at any time without being disturbed
- short and clear sentences (no long or detailed explanations)
- enough time for rest and pauses – including time to think and respond
- adults showing genuine interest in the child's own interests (this is always a motivator!)
- creating experiences of success – using and fostering their strengths
- addressing important topics or clarifications with the child always in relaxed moments – never in tense, overstimulating situations (in such moments, your child cannot process it and will only become even more overwhelmed)

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## Simply put – and yet a “masterpiece”:

- Understanding
  - Don't think: “My child doesn't want to” – instead: “My child currently cannot.”
  - Support in challenging situations
  - Reduce sensory input, provide what is helpful in the moment.
  - Health & regulation
  - Your child needs this in order to stay healthy and to self-regulate – you are not doing anything wrong by supporting them this way.
  - having backup-plans
  - Have Plan A, B, and C (different strategies) ready.
  - Adjust expectations
  - Try to avoid neurotypical expectations.

### Also take care of yourself:

- Plan breaks for rest and recovery
- If needed, seek support from relatives, friends, neighbors, or other resources
- Exchange experiences through online forums (e.g. Facebook)



“NEUro-Blick” - Förderpraxis  
für Autismus & Neurodivergenz  
Zinksgartenstr. 14, 06108 Halle (Saale)  
Kontakt:  
0178 5377852, kontakt@neuroblick.de  
www.neuroblick.de

