

NEURODIVERSITY PRIDE DAY

EVERY BRAIN IS BEAUTIFUL

16 th June 2026

JUNE 2026

SPECIAL EDITION

I am a Stranger in
a World of Strangers

MANIFESTO 2025

The Bear, the Cloak
and the Sword

Talent

Neurodivergent

Gap

Therapy

Neuroinclusion

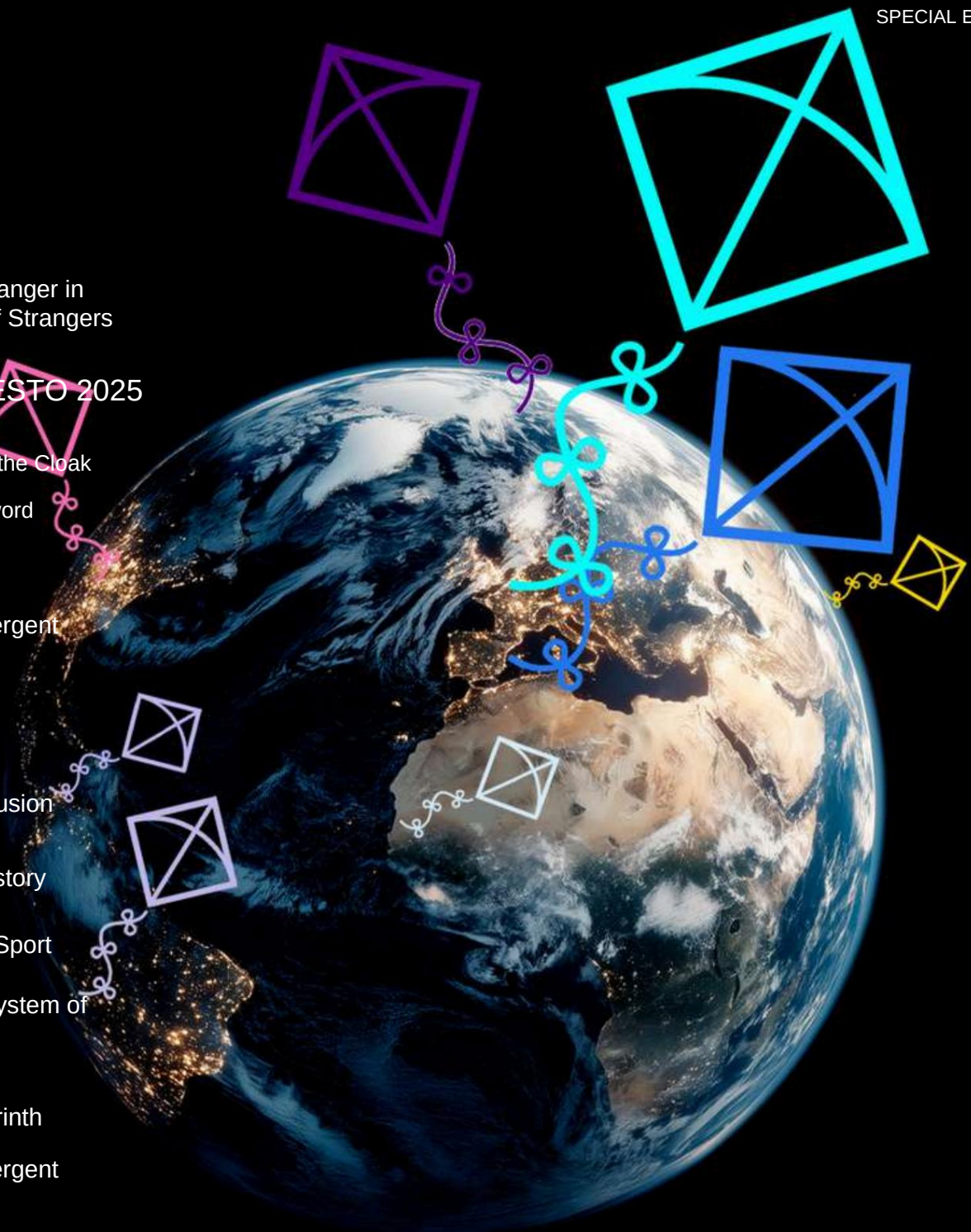
A bit of history

Inclusive Sport

The Ecosystem of
Minds

The Labyrinth

Neurodivergent





Todas las Mentes son Maravillosas

Celebrando el Día del Orgullo de la Neurodiversidad
Diversión y solidaridad de todas las personas neurodivergentes



Neurodiversity PrideDay. June 16, 2026

neurodiversityprideday.com - hola@neurodiversi.org @ - neurodiversi.org.

Inside

Javier Peris

Editor / Design

"In addition to the active participation of both volunteers and anonymous people who have contributed their knowledge, 31 have collaborated coordinators, as co-authors of this manifesto.

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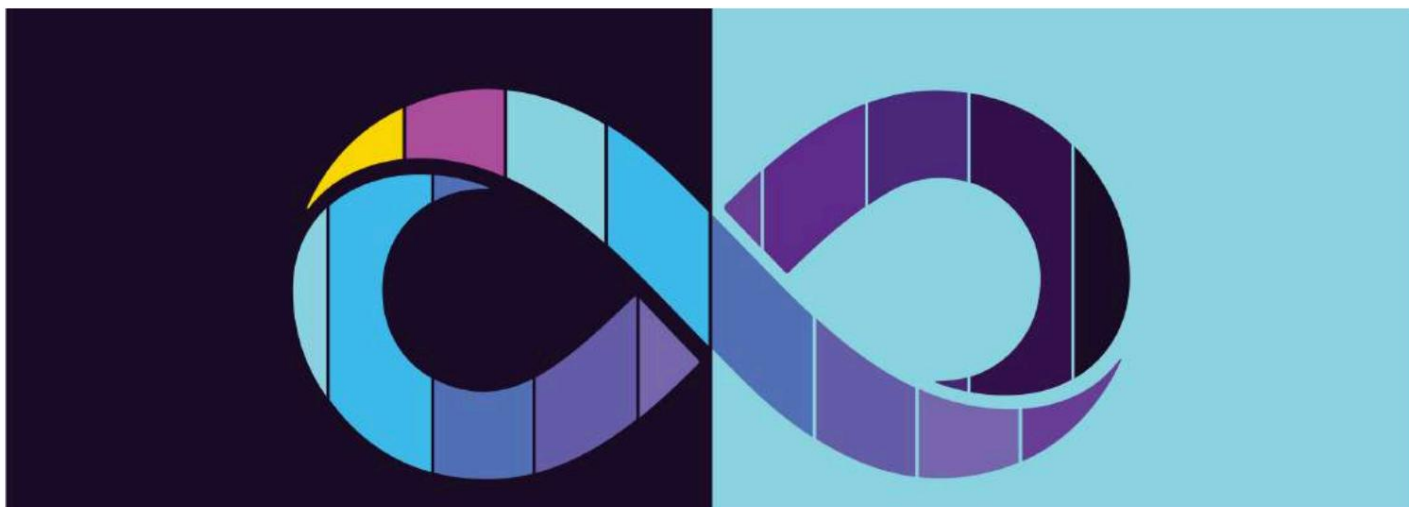
"The content of this magazine is

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Always seek the advice of your doctor or other qualified healthcare provider with any questions about a medical condition.

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Editorial 2026



Neurodiversity PrideDay. June 16, 2026

Editorial adaptation.

Tjerk Feitsma

ND Pride Netherlands

Headquarters

Regional Coordinator, New Celebrating Nations

Foundation for Neurodiversity

Welcome, Pride pioneers, to the first
Neurodiversity Pride gathering of 2026.
By

For the first time in eight years, we
have managed to bring together coordinators
and organizers from all over the world in a
common front.

You represent a movement that celebrates
our uniqueness, giving hope to current and
future generations. It takes only a
spark to ignite a fire and a single drop of
water to create ripples in the ocean; you are
precisely the ones who initiate that
transformative wave.

We know this work isn't easy and that, often,
no one applauds the effort and inner
strength you put in. That's why, on
behalf of those who celebrate this day
without knowing the work behind it, we thank
you.

Together, we are an unstoppable force for the
good of neurodivergent humanity.

The core message of this edition is that
you are the "organized courage" of our
community, driving global change
through neurodignity and self-acceptance.
To the new nations joining: we are here.

to support you with practical
resources. And to our veterans: thank you
for continuing to give hope, because we all
deserve this celebration at least once
a year.

Don't forget this premise: when nobody
steps forward, we don't advance as a
human collective.

You are the leaders of your nations and it is
the honor of our lives to walk this path by your
side.



*Scan to listen to
the song
welcome to
Neurodiversity
Pride Day 2026*

We know firsthand that this is not an easy
task and that, often, there is no one
applauding the love you give or that
immense inner strength you need to draw
upon to find the energy that makes this
world a better place.

The most important message we must
internalize is that you are the "organized
courage" of the neurodivergent
community worldwide, promoting an
indispensable global change through neuro-
dignity and self-acceptance.

It is the greatest honor to be able to walk
and serve alongside all of you, each
in your own way and in your own regions,
knowing that every effort we make, however
small it may seem, matters.

Always remember this premise: when no
one steps forward, we do not advance as a
human collective.

Let's keep the spark alive, together, with
dignity and pride.

AÑO 1984

NO DIAGNOSTICADO

**"Soy un extraño en
un mundo de extraños"**

xabie ©

Xavier Peris

Self-Portrait 1984

The strangeness in a
designed ecosystem
for processors
standard.

Strangeness does not dwell in a galaxy far, far away; it's the dairy aisle on a Tuesday afternoon.

Neurodivergent people know exactly what it means to be a coding error in an ecosystem designed exclusively for standard processors. Society, in its undeniable and questionable efficiency, has built a gigantic machine of normality, deliberately ignoring any other technical configuration. If you operate under divergent parameters, you are automatically reclassified as

Defective merchandise. A logistical failure. A miscalculation on their part.

In 1984, I arrived at the empirical conclusion of my own alien condition through my own means. A diagnostic discrepancy that a German physician, Melchor Adam Weikard, had already formally documented in writing in the fiscal year of 1775. Having taken two hundred

nine years to receive the

This internal memorandum strikes me as an intolerable lack of diligence on the part of the competent administration. Two centuries of paperwork misplaced in the limbo of institutional negligence.

For decades, my behavior in the face of the normality imposed by the social majority yielded results that I myself defined as absurd.

And I liked identifying with that absurdity. While my thoughts traveled through networks of immense creative density that the rest of those gathered in the meeting room were completely unaware of, I had to feign interest in rituals that meant nothing in the vast scheme of the universe.

He was a stranger in a world of Strangers, and perhaps that was my only consolation. If I was the eccentric one to the board of directors, I swear before a notary that they were just as incomprehensible to me. They spend half an hour saying goodbye on the next sidewalk, repeating empty phrases in a choreographed loop. A strict code of conduct that I scrupulously respect, hoping that one day, in an improbable turn of events, they will respect me.

The market for neurotypical alliances is ruthless. I was led to believe, technically, that my engine wasn't powerful enough to achieve the stipulated objectives. Statistical reality, however, showed that my results went substantially further. The neurotypical sector knew this perfectly well.

They proceeded to subcontract my rarity, to extract the ore from my anomalous reasoning up to To exhaust the vein. And then, when I was no longer useful to them, they discarded me, making me feel guilty for an artificial distance they themselves manufactured with industrial precision. From the current chronological distance, I diagnose that the failure in their system stemmed from an overload of jealousy and envy; an absolute inability to process the sincerity of my emotions and my absurd creative thoughts.



Scan to listen to the song created for this article.

And then, the final punishment: the refined torture of absent explanations. Silence. The pain of ruptures that offer no actionable information. Offering silence is a cowardly tactic, technically simple, employed as envious revenge to inflict pain. Not knowing the reason for the disconnection causes a critical failure in my system of

Emotional cooling-off. And faced with the blue screen of collapse, I repeated to myself the only possible internal command: endure. Swallow the uncertainty. Forced restart.

Year 2018. The operating system notifies of a critical update.

Four letters: ADHD. The word names the monster and, in doing so, reduces it to a simple, everyday technical diagram. I cease to be an inexplicable moral failing and become an engineering blueprint with precise instructions.

The light from the computer screen illuminates a tired, but suddenly relieved, face. The hum of the CPU fan sounds, for the first time, like a soothing mantra.

I wake from hibernation and connect the modem. Turns out I didn't have a world exclusive on absurdity. There's an entire network of anomalous processors emitting signals of Help on the same broken frequency as mine. The monopoly on weirdness is over.

We recognize each other by our chronic dark circles and by the identical way we avoid fluorescent lights. There are nuances in our makeup, of course.

Minor technical customizations. But the underlying strangeness yields a compatibility index that is almost frightening in its accuracy.

My definition changes shape

Automatic: "I'm a stranger in a world of strangers, but I've found my own."

It's a tactical shelter. A trench lined with

bubble wrap where silence is not a punishment, but the official language of the state.

For a time, the discovery numbs the symptom. One comes to believe that naming the problem magically dissolves the hostility of the environment. False. The revelation is strictly internal. Out there, the machine continues to operate with the same rigid and inefficient protocol as always.

The year is 2026. Environmental censorship hasn't let up. The environment still tacitly demands that we downplay engine noise so as not to disturb others. But self-imposed caution has its physical storage limits, and my hard drive is threatening an imminent blue screen of death.

I draft the final verdict in my head. The euphemisms and survival diplomacy are over. We are strangers to a neurotypical world, and that's still how the current regulations dictate it. They're not going to change. We're not going to fit in perfectly. And, surprisingly, that's okay.

The great epiphany came with a glass of tap water: the problem was never my hardware. The strangeness is not a
An intrinsic flaw in the individual. It is a very serious calibration error in the blind eyes of the one who observes, judges, and dictates the norm.



The neurotypical majority flatly refuses to read the manual of instructions from others. They prefer to hit the side of the machine until it works the way they want, or until it breaks completely. We, simply, choose to stay out of the way of the blows.

I'm closing the daily report. There's no miraculous conclusion, no background music, no absolute integration. Just a cold, sharp, and strangely liberating certainty. I'm an absurd specimen in the public eye.

And that is, from today onwards, my only natural habitat.

MANIFEST NEURODIVERGENT June 16, 2025

Meeting of Coordinators of Neurodiversity Pride Day A Dialogue for Equity

Coordinators from several countries
NDPD Volunteers 26
Directed by Javier Peris

The meeting of coordinators of

The Neurodiversity Pride Day for Spanish-speaking countries, structured in three parts, has the main purpose of sharing experiences and conclusions about the

Neurodiversity. The goal is clear: to promote equity, acceptance, and the transformation of systems

mutually exclusive.

To achieve a fluid and well-organized narrative, each coordinator was assigned a specific question, which they had to answer in 180 seconds.

The order of the questions was carefully established so that the answers would create a logical sequence. It is important to note that each coordinator answered freely, without hearing the responses of the others, to ensure the spontaneity and authenticity of each contribution.



Part 1: Misunderstanding and the Need for Equity

The Feeling of Being Misunderstood. Javier Peris

Javier Peris (Valencia, Spain), a neurodivergent person with ADHD, describes the profound feeling of being misunderstood and out of place that often accompanies neurodivergence, even within one's own family. This feeling can lead to believing that one doesn't fit into a world designed primarily for neurotypical people; it's like trying to force a round piece into a square hole.

This situation, Peris explains, frequently culminates in

feelings of guilt and, sometimes, self-discrimination.

Persistent misunderstanding can inhibit neurodivergent people from showcasing their strengths and full potential. Despite advances in societal understanding, Peris emphasizes that misunderstanding of neurodivergent people still persists. Her proposal is clear: embrace differences and take pride in who we are.

Critique of the Exclusionary System. Martha Kaik

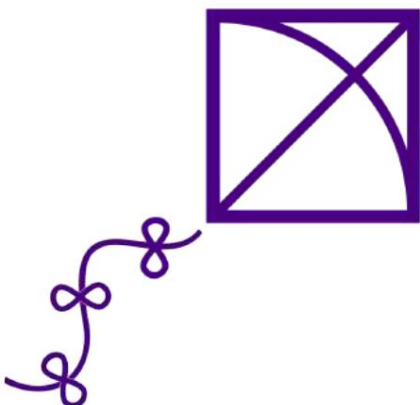
Martha Kaik (USA - Florida) offers a profound critique of the exclusionary system, pointing out how neurodivergent people have historically been blamed for characteristics that are part of their neurodivergence. They were led to believe that the problem lay within them: tiredness was seen as "laziness," inattention as "lack of interest," and anxiety as "exaggeration."

This misconception led to self-adaptation and the repression of their true nature.

Kai highlights a double barrier in the US.

U.S. for neurodivergent Spanish-speaking individuals, who face additional challenges due to the language barriers and invisibility. It mentions that schools lack cultural adaptations and that workplaces prioritize productivity over the humanity of employees.

Marta Kai's central argument is that changing this system is a collective responsibility. It's not just about inclusion, but about accepting and redesigning society to be truly inclusive for everyone.





Hidden Talents and the Need for System Change. Noemí Portilla

Noemí Portilla (Peru) highlights how many neurodivergent individuals "walk in fear" in schools, often being labeled and excluded. She emphasizes that hidden talents exist beneath diagnoses that, instead of helping, act as "cages" limiting people's potential.

Portilla emphasizes the lack of training. The teacher emphasizes the need to create spaces where differences are celebrated. She also highlights the importance of having effective laws that not only exist on paper but are translated into tangible, daily practices.

Despite these challenges, Noemí Portilla conveys a message of hope and empowerment. She points out that more and more families are embracing neurodivergence, professionals are questioning traditional approaches, and new voices are rising up to strongly affirm that neurodivergence is simply diversity, not a "factory defect."

Who decides what fertile soil is? Celeste Campano

Celeste Campano (Argentina) poses a fundamental question: "Who decides what fertile soil is?"

With this metaphor, he criticizes how neurodivergent people have been labeled as "tough ground," which has served as an excuse to justify the lack of support and adequate resources.

Campano argues that potential is not innate, but rather cultivable if given the time and appropriate conditions. His call is to redraw the map of our society. To achieve this, it is crucial to stop fearing difference and join forces to fight for educational and social systems designed with trust in the individual.

student and in the capacity of each individual.



Ignorance as an Obstacle. Romina Olmedo

Romina Olmedo (Chile) focuses on ignorance as the

main obstacle to understanding neurodiversity.

She argues that what is often labeled as "difficult" in neurodivergent people is, in reality, simply unknown to the system. The real problem, according to Olmedo, lies not in the individual, but in a social model that fails to consider all the diverse ways of processing the world.

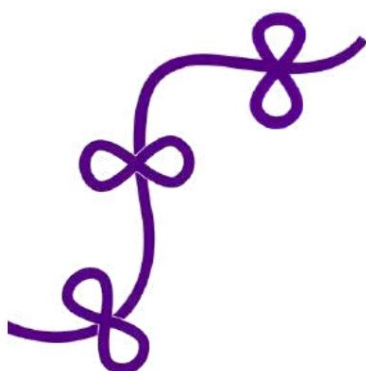
Therefore, it proposes a shift towards a culture of continuous learning, where the unknown becomes

An invitation to grow. This involves actively exploring and co-creating spaces of mutual understanding, allowing society to adapt to and celebrate the richness of neurodiversity.

Respect individual rhythms. Isbelys Salazar

Isbelys Salazar (Venezuela) uses the metaphor of the seed to critique the societal expectation that everyone should progress and learn at the same pace. Her central message is that genuine inclusion goes far beyond a simple word; it demands love, respect, solidarity, understanding, and an education that starts from the ground up.

Salazar highlights the constant struggle in Venezuela to achieve real inclusion, one that stems from deep acceptance and knowledge of individual differences.



Education as Gardening, not Mass Production.

Lucy Otero

Lucy Otero (Colombia) criticizes the current educational model, comparing it to a factory that standardizes and labels those who don't fit its molds. She proposes, instead, a vision of education as gardening.

In this metaphor, the educator is a gardener who observes, accompanies, and adapts to each plant, recognizing that each mind, like each species, needs its own climate, soil, and time to flourish. For Otero Rodríguez, neurodivergence is not a mistake; it is "another species" that enriches the educational ecosystem. Educating, then, is about accompanying growth, not molding or demanding uniformity. It is about transforming the educational landscape to celebrate diversity.

Emotions like a Garden

Silvestre. Lucía Tchang

Lucía Tchang (Spain) describes her own mind as a "wild garden" where her emotions

They grow naturally. For her, self-awareness and emotional expression are key; sharing emotions is fundamental, not only to help herself, but also to connect with and support others.

Tchang highlights the challenge that society poses to neurodivergent people. Often, their "colors, rhythms, and ways of feeling" make those around them uncomfortable, leading them to disguise their emotions for fear of misunderstanding and rejection.

Their proposal is clear: to live emotions with dignity and freedom.

This means not apologizing for the intensity with which things are felt and sharing without fear of being judged or labeled.

Measuring Brains as Clones.

Karen Saltos

Karen Saltos (Ecuador) harshly criticizes how society has tried to measure everyone by the same

This rule invalidates those who don't fit those parameters. For her, the problem lies not in the mind of the neurodivergent person, but in the measurement instruments.

inappropriate ones that are used.

Saltos argues that each neurodivergent person is a "unique constellation" , with unique and valuable ways of feeling, solving problems, and creating. Her vision is clear: we must change the rules, not try to change the student. Therefore, she supports building a culture that celebrates multiplicity and the inherent potential of diversity, constructing systems that truly value difference.

Justice or Domination?

Hilda Ampuero

Hilda Ampuero (Peru) questions the validation of a single way of thinking in society, arguing that this limits people's right to be heard and to fully exist. She points out that both schools and work environments

They tend to reward homogeneity, valuing speed and linear logic over creativity and authenticity, which leads to exclusion.

Ampuero advocates for a justice that arises from the "mosaic" of , that is, from the diversity. For her, true justice is not uniform; it requires challenging existing structures, rebuilding them, and making space for all ways of thinking, feeling, learning, and living.

CONCLUSIONS OF PART 1

The problem lies not with neurodivergent people, but with a social model that needs radical redesign. This requires humility, continuous learning, empathy, and the courage to transform the status quo, cultivating a society where every neurodivergent individual can flourish.



Part 2: Inclusive Legislation and Diagnostics as Gateways



Confusing Uniformity with Equity.

Daniela Navarro

Daniela Navarro (Panama) addresses a crucial point: the confusion between equality and equity. She explains that giving everyone the same thing is not the same as giving each person what they truly need. Equality without context, Navarro argues, can result in injustice and exclusion, as it ignores the different needs and starting points of each individual.

Navarro emphasizes that equity demands a collective responsibility for change. It is not enough to simply accept the presence of people; it is necessary to transform policies, adjust environments, and question structures to guarantee their full and dignified participation in society.

Flexible Policies Like Real Life.

Rubén Alvarado

Rubén Alvarado (Ecuador) points out a fundamental problem: the rigidity of policies. He argues that these are often written as if life

outside linear and predictable, without considering the complexity and richness of neurodiversity.

Alvarado argues for the need to humanize rules, creating legal frameworks and everyday practices that are flexible and capable of evolving alongside the people they are meant to serve. His message is clear: a rule that doesn't consider everyone needs to be reviewed.

Legislating from Experience.

Elisa Fariás

Elisa Fariás (Mexico) criticizes that most laws are built from a "typical norm" of behavior, which generates legal gaps and systematic injustices for neurodivergent people.

Fariás emphasizes the urgent need to co-create norms and legislation based on the experiences of those living with these conditions. For her, understanding how the neurodivergent brain works is fundamental to ensuring that inclusion is a structural right, not a favor.

Laws that Embrace Neurodiversity.

Amadeo Quilis

Amadeo Quilis (Spain) points out that current laws that do not consider neurodiversity fail from the outset.

conception, not necessarily due to bad intentions, but due to ignorance.

Quilis emphasizes the urgent need for a thorough review of the laws, moving beyond stopgap measures and making a genuine commitment to a design that is inherently inclusive. For him, neuroinclusion must be the starting point, the foundation of legislation, and not a mere addendum or an afterthought.

Diagnostics as Entry Points. Heidi Rivasplata

Heidi Rivasplata (Canada) proposes a radical change in the perception of diagnoses. She asks: "What if diagnoses were gateways to inclusion, not exclusion?" Her goal is to eliminate the stigma associated with labels.

Rivasplata advocates for opening minds and hearts, giving each person the place they deserve. She proposes that diagnosis be a means to understand and celebrate diverse ways of thinking, seeing, and expressing oneself, transforming it into a tool for understanding rather than limitation.

Stories Beyond Labels. Diana Bonilla

Diana Bonilla (Guatemala) addresses the weight of labels, arguing that a single label cannot define the complexity of a life, as it erases its nuances, struggles and, ultimately, its humanity.

Bonilla points out that many people receive these labels without the necessary context or support, which turns them into "invisible chains." She proposes fostering a culture that looks beyond the simple label, one that doesn't deny difference, but also doesn't confine it to a single word. According to Bonilla, the focus should be on how to support each person holistically.

Silenced Stories. Mafe Badillo

Mafe Badillo (El Salvador) focuses on silenced stories, explaining that many of them go unshared not due to a lack of courage, but rather the absence of safe spaces and empathy. The silence, Badillo argues, stems from an environment that failed to listen.

For her, every untold story represents a lost opportunity for community growth. Badillo proposes the need to foster environments

where fear does not prevent speaking, where one learns to accompany without trying to solve and to listen with a willing heart.

Learning without prejudice. Blueberry Rose

Rosa Arándiga (Spain) proposes a learning path based on intellectual humility. For her, one cannot learn by believing one knows everything. It is essential to question what one already knows.

As is already known, actively listening to those who think differently and conversing with other neurodivergent people enriches one's own understanding.

Arándiga advocates for an analytical approach rather than judgment when faced with what might appear to be a "mistake" or "fake news." Instead of dismissing it, he suggests investigating, analyzing, and learning.

Furthermore, Rosa emphasizes the need for "well-placed" and specified labels that include all comorbidities associated with a

neurodivergence. She compares this need to food labeling or the care of delicate garments, highlighting that these comorbidities complicate a person's life and must be known for appropriate treatment and support.

The Other as Teacher. Janet Chumpitaz

Janet Chumpitaz (Japan) proposes a profound transformation of perspectives: to stop seeing the other as a problem and start seeing them as a teacher, a challenge that invites us to dedication and growth.

Chumpitaz emphasizes the importance of fostering soft skills such as empathy, emotional intelligence, adaptability, and problem-solving. These skills are crucial for strengthening self-esteem and helping people discover their unique talents. His goal is to have a positive influence by providing effective tools that enable people to navigate a changing world that demands flexibility and creativity.

Empathy and Certainty. Alberto Sánchez

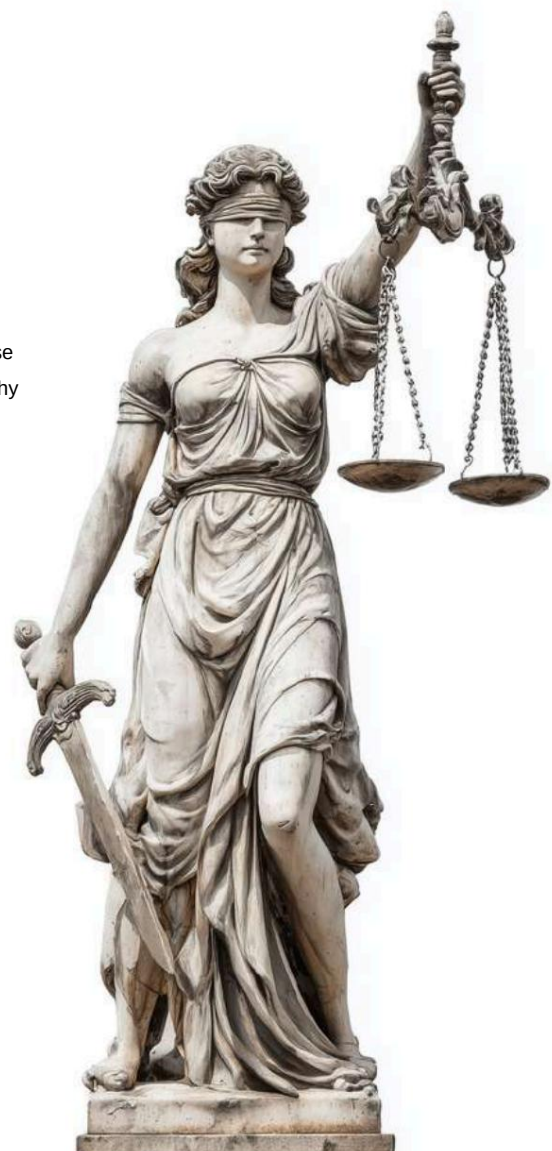
Alberto Sánchez (Switzerland) emphasizes empathy as an essential tool for supporting neurodivergent individuals and those with mental health challenges. For him, empathy allows us to listen, feel, and better understand the experiences of others.

Sánchez clarifies that accepting differences through empathy doesn't mean always agreeing, but rather respecting and adapting commitments. This, in turn, builds trust and allows for more effective collaboration, leading to joint solutions.

As an example of this philosophy, he mentions the San Luis Foundation in Fribourg, Switzerland, which works to ensure that difference is accepted and that all people have equal opportunities.

CONCLUSIONS OF PART 2

The second part reinforces the critique of rigid systems and exclusionary laws, addressing the problem of diagnoses as stigmas. It highlights the proposal for a society based on genuine equity, intellectual humility, active listening, and inclusive redesign to guarantee the dignity and future of millions of neurodivergent people. The responsibility for this change lies with everyone, demanding political, business, and social will, and the courage to transform the status quo.



Part 3: Reimagining and Taking Your Place with Pride



Discomfort as a Signal

Alert. Joan Uceda

Joan Uceda (Peru) invites us to see discomfort as a valuable sign, not as a mistake. He argues that what we most need to hear often comes wrapped in

Discomfort. This discomfort, far from being something to avoid, is a warning, an opportunity to reveal something important and expand our ideas.

Uceda proposes that we stop running from discomfort and start listening to it, allowing it to transform us. For him, all social change begins with personal change. His vision is of a society that doesn't react with fear to what it doesn't understand, but with curiosity and a desire to learn.

Neurodivergence as a Mirror and Growth.

Daniela Díaz

Daniela Díaz (Mexico) presents neurodiversity as a mirror that offers us a raw reflection of the inherent flaws in systems

rigid, whether school-related, work-related, or even those related to the diagnoses.

For Díaz, this "mirror" should not be avoided; on the contrary, it should be used as an opportunity to grow and become more human. He invites us to

listen to the voices that have not traditionally been

Having heard it, we now understand that neurodivergence is not a threat, but a challenge for society to evolve towards greater humanity.

From Tolerance to Co-Creation: A New Look at

Neurodiversity by Trixia Valle

Trixia Valle (El Salvador/Mexico) invites us to go beyond mere tolerance and move towards co-creation. For her, tolerance is simply "putting up with" the existence of the other, while co-creation involves an active process of understanding differences and learning from them to enrich learning and coexistence. This diversity of

This kind of thinking not only enriches us individually, but also strengthens the collective in our work. cluster.

Valle also emphasizes the importance of honesty in the debate on

Neurodiversity. We need to know

distinguish between bad parenting practices and real neurodiversity to prevent the term from being "overexploited" or misused.

Finally, Trixia Valle proposes the "Zero on Ona Star" campaign. Fashion", with five key points for healthy coexistence:

1. *Do something good for others.*
2. *Say no to verbal or physical violence physics.*
3. *Do not judge.*
4. *Do not feel sorry for yourself.*
5. *If you have nothing nice to say, don't say anything.*

Evolution without Diversity.

Elias Merino

Elias Merino (Mexico) reminds us that diversity of thought is intrinsic to human evolution.

For him, neurodivergence has been a key driver throughout history, contributing to countless discoveries and

advances.

Merino states emphatically that neurodivergent people are not "broken"

, but they are useful, authentic and brilliant. Their central message is that neurodivergent identity is fully valid and essential for the progress of humanity.

Neurodivergence as a Center of New Consciousness.

Araceli Almanza

Araceli Almanza (Mexico) poses a transformative question: What would happen if neurodivergence, instead of being treated as an exception to be corrected and relegated to the margins, were actually the heart of a new way of

Is understanding the world a key to awakening a more humane consciousness?

Almanza proposes a vision where neurodivergence inspires, fosters empathy, and challenges the status quo. Her message is clear: true change will not come from the traditional, but precisely from those who have historically been relegated to the margins.



Stop fearing what is different. Valeria Villar

Valeria Villar (Mexico) emphasizes how the fear of what is different, what is not understood, or what does not behave as expected, becomes a mental barrier that prevents evolution.

Villar emphasizes that neurodivergent people represent the present of transition and transformation, demonstrating that there is more than one valid way to live, feel, and think. She proposes a society that doesn't protect itself with labels, but rather opens itself up to questions and listens with a truly open mind.

Reimagine Everything, Don't Adapt. Tatiana Valverde

Tatiana Valverde (Costa Rica) proposes a radical change: moving from adaptation to revolution. He argues that, while adaptation has been a tool of Survival, the true act of transformation, lies in reimagining everything. This involves questioning structures at their root, encompassing school, work, language, and even the definition of success.

Valverde advocates for a design that is inclusive from the outset, a change based not on tolerance, but on reconstructing the norms to include everyone. His final message is that we don't ask permission to exist, but rather seek transformation to live better and belong genuinely, not out of obligation.

Take the Place with Pride. Macarena Macchiavello

Macarena Macchiavello (Chile) addresses the tendency of neurodivergent people to seek external validation, having been taught to ask for permission and justify their own existence.

Macchiavello proposes a fundamental change: to occupy one's place with pride. This means ceasing to be a struggling minority and becoming a collective voice that leads and inspires, without apologies or the need to hide.

According to her, true change begins when you stop asking for permission and affirm with conviction: "This is also my place," thus generating a genuine sense of belonging.

Neurodiversity as a Driving Force Innovation.

Javier García Blásquez (Peru)

It presents neurodiversity as a powerful source of innovation.

His concept of "Entrepreneurship like a River" is inspired by the fluid and adaptable nature of rivers, suggesting that entrepreneurship should embrace differences as an opportunity to innovate, rather than seeing them as obstacles.

García Blásquez emphasizes that neurodiversity is key in the

Social and environmental entrepreneurship. It teaches us to co-create Without preconceived notions, they imagine solutions where others only perceive limitations. For him, neurodivergent young people are not here to adapt to the system, but to transform it.

The ultimate goal is to build a country where differences are valued

and where, together, new paths and possibilities can be created.

CONCLUSIONS OF PART 3

The authenticity and life experience of the participants are highlighted; without prior agreement, they constructed a powerful and hopeful message. Discomfort is a sign of

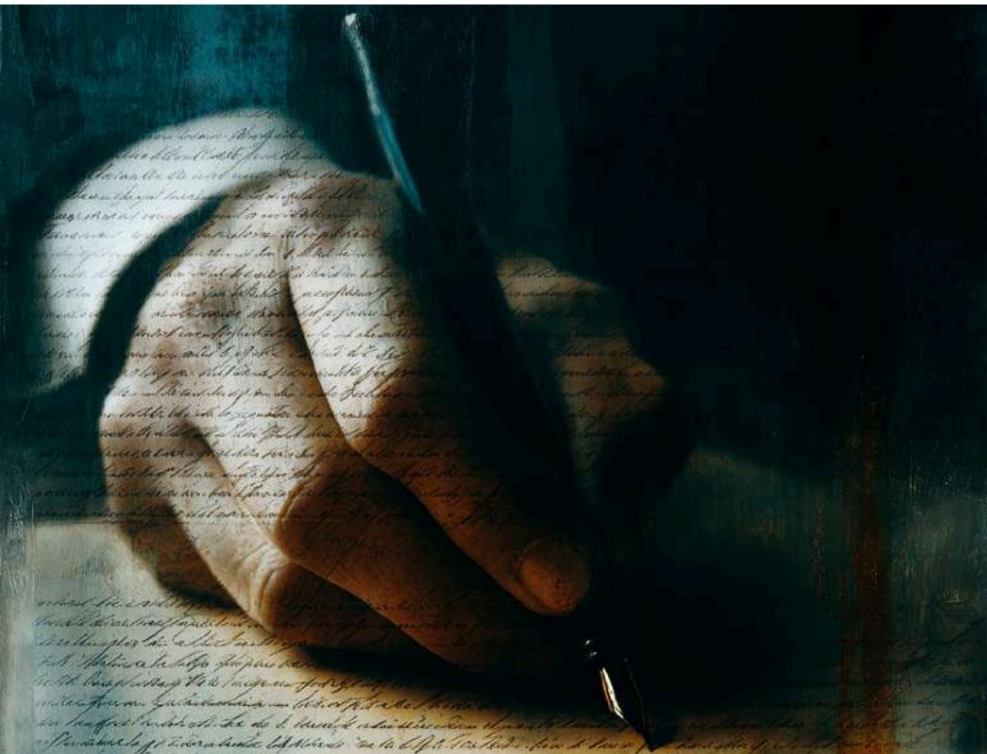
Inadequate systems.

Neurodiversity is a mirror that fosters co-creation and is intrinsic to human evolution, being the center of a new consciousness.

It calls for re-imagining society and taking up one's place with pride, transforming it into a genuine sense of belonging based on respect and appreciation for all ways of being.

and to think. The need for political, business, and social will to absorb this knowledge is emphasized.

BUILDING THE MANIFESTO NEURODIVERGENT 2025 THE VOICE OF THE COMMUNITY SPANISH SPEAKER



The answers to the four questions were organized into two blocks, under the supervision of the event organizers. First, we presented the question and then highlighted the "coincidences".

"outstanding" issues that emerged globally, that is, among all countries and participants. Subsequently, we listed the most unique nuances contributed by each country.

In this way, you can see the demands shared by the neurodivergent community in all countries, as well as the particularities of each one.

We hope you find this methodology interesting and enjoyable.

P For the second act of Neurodiversity Pride Day, we launched an online invitation form with four key questions.

The goal was for the neurodivergent community to help us create the content for the "Neurodivergent Manifesto 2025." The response was incredible: 164 people from 13 Spanish-speaking countries or countries with Spanish-speaking communities actively participated.

The success of this initiative resulted in an extensive document of more than 100 pages. Thanks to the hard work of volunteers from various associations and groups, such as "Volcán," we were able to organize and process all the content. The result is a valuable compendium of knowledge and experiences contributed by all the participants.





1. - WHAT TOOLS DO FAMILIES NEED IT?

KEY COINCIDENCES

- Continuing and accessible training for mothers, fathers and teachers, preferably free of charge.
- Clear and understandable information, in everyday language, to reduce fear and misinformation.
- Mutual support networks among families (face-to-face or online groups) as emotional support and a source of strategies.
- Emotional and professional support from diagnosis, with practical guidance for daily life.

UNIQUE NUANCES BY COUNTRY

Argentina ÿ Demands the real application of Law 27306 and periodic meetings between families to share strategies.

Chile ÿ Emphasizes early psychoeducation and the creation of emotional support networks.

Canada ÿ Proposes a holistic approach that integrates body-mind-emotion-spirit.

Colombia ÿ Demands state presence and accessible digital resources in rural areas.

Spain ÿ Supports training provided by non-disabled individuals and active associationalism.

United States ÿ Focuses on practical materials and the double barrier of language and invisibility.

El Salvador ÿ Asks for safe spaces to share stories without judgment.

Guatemala ÿ He talks about "building a tribe" and the lack of services outside of cities.

Japan ÿ Needs basic cultural guides and awareness workshops for new families.

Mexico ÿ Highlights the use of podcasts, apps and psychological support for caregivers.

Panama ÿ Demands in-person community spaces and adapted technology.

Peru ÿ Requests visual routines and contextualized emotional support.

Switzerland ÿ Proposes a "structural empathy" that prioritizes human connection over efficiency.



2. WHAT BARRIERS THEY FIND THE STUDENTS IN THE CLASSROOMS?

KEY COINCIDENCES

- Lack of teacher training specific to neurodiversity.
- Rigid curriculum and a lack of reasonable adjustments; the system requires everyone to learn at the same pace.
- Stigma, bullying, and attitudinal barriers from teachers and peers.
- Lack of support professionals and material resources in the classroom.



UNIQUE NUANCES BY COUNTRY

Argentina ÿ High rates and limited application of level 3 personalized support.

Chile ÿ There is an urgent need to reform the PIE: from clinical labeling to inclusive pedagogy.

Canada ÿ Good inclusion policies, but uneven implementation across provinces.

Colombia ÿ Proposes moving from “manufacturing” students to “cultivating” people.

Spain ÿ Denounces the stigma of “the annoying fly” and the high rates.

United States ÿ Points out the lack of cultural adaptation for Spanish speakers.

El Salvador ÿ Highlights social violence and a lack of teaching resources.

Guatemala ÿ Inclusion remains a privilege due to economic barriers.

Japan ÿ Calls for reducing sensory overload and combating bullying.

Mexico ÿ Denounces the gap between regulations and practice and the absence of DUA.

Panama ÿ Teachers with partial training and overcrowded classrooms.

Peru ÿ Alert about labeling students as “lazy” and methodological rigidity.

Switzerland ÿ Calls for flexibility and empathy as pillars of learning.



3. HOW TO IMPROVE HEALTHCARE?

KEY COINCIDENCES

- Need for continuous and neuro-affirmative training for all healthcare personnel.
- Active listening and empathetic treatment, recognizing the individuality of each patient.
- Adapt environment and communication (clear language, visual supports, respect for sensory timing).

UNIQUE NUANCES BY COUNTRY

- Argentina** ÿ Values therapeutic play and coordinated work with families.
- Chile** ÿ Denounces late diagnoses and still pathologizing practices.
- Canada** ÿ Calls for reducing waiting lists and increasing the number of ND professionals.
- Colombia** ÿ Demands empathetic and flexible person-centered care.
- Spain** ÿ Calls for more trained professionals and public support networks.
- United States** ÿ Proposes to empower the community from childhood.
- El Salvador** ÿ Emphasizes patience, tact, and the inclusion of caregivers.
- Guatemala** ÿ Demands accessible therapies outside the capital.
- Japan** ÿ Emphasizes the vocation of service and the playful adaptation of the clinical environment.
- Mexico** ÿ Requests empathetic guidance from the diagnosis and various materials.
- Panama** ÿ Suggests specific certifications and post-university training.
- Peru** ÿ Emphasizes clear language, UDL and sensorially safe spaces.
- Switzerland** ÿ Incorporates nutrition and a holistic mind-body approach.



4. WHY DON'T COMPANIES INCLUDE NEURODIVERGENT TALENT?

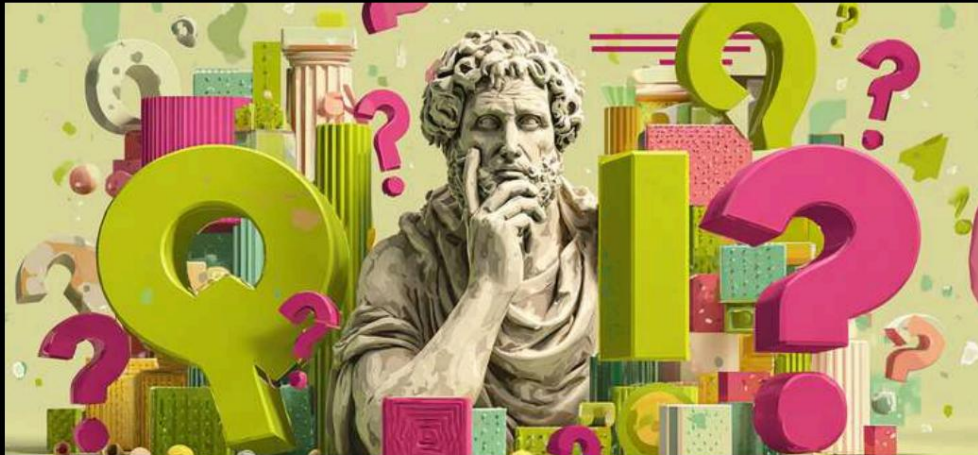
KEY COINCIDENCES

- Lack of awareness and stigmas that associate neurodivergence with disability.
- Lack of HR training and adapted selection processes.
- Absence of laws, incentives or metrics that require hiring with a neurodiverse approach.

UNIQUE NUANCES BY COUNTRY

- Argentina** ÿ Criticizes the priority given to profitability over social impact and the absence of specific laws.
- Chile** ÿ Identifies fear, prejudice and insufficient training as the main obstacles.
- Canada** ÿ Proposes turning diagnosis into a key to talent and not a barrier.
- Colombia** ÿ Denounces the invisibility in rigid policies and business models.
- Spain** ÿ Demands real incentives and mandatory training in companies.
- United States** ÿ Mentions federal programs (VR, Ticket to Work) and corporate rounds such as Autism at Work.
- El Salvador** ÿ Highlights myths and fear of the unknown as the biggest barrier.
- Guatemala** ÿ Calls for redesigning labor systems to avoid double exclusion: labeling and poverty.
- Japan** ÿ Criticizes the idea of "equality" that demands conformity and hides diversity.
- Mexico** ÿ Demands visibility for adults with disabilities and breaking the ableist view of productivity.
- Panama** ÿ Emphasizes that real equity is measured in results, not uniformity.
- Peru** ÿ Identifies lack of knowledge as the root of business rejection.
- Switzerland** ÿ Proposes empathy as the basis for policies and interdisciplinary collaboration.

Frequently Asked Questions



WHAT TOOLS AND SUPPORT IS NEEDED FAMILIES FOR UNDERSTAND AND SUPPORT BETTER FOR YOUR CHILDREN Neurodivergent?

Families of neurodivergent people primarily need clear, accessible, and ongoing information about neurodiversity, including under-addressed topics such as sleep in neurodivergent childhoods and practical tools for the home.

It is essential to have training that is not only theoretical, but also incorporates the perspective of neurodivergent people, offering an authentic and transformative view.

Accessible emotional and psychological support networks, backed by the State, are needed, as well as spaces for families to meet, share experiences, and build a supportive community.

Furthermore, early psychoeducation and emotional support are crucial for both the neurodivergent person and their close environment, including the creation of functional care pathways and comprehensive support programs.

WHY THE POLICIES OF DIVERSITY AND INCLUSION BUSINESS DO NOT USUALLY TO CONTEMPLATE THE PEOPLE NEURODIVERGENTS AND THEIR TALENTS?

The exclusion of neurodivergent people from corporate diversity and inclusion policies is due to several factors. There is a

There is a widespread lack of understanding about what neurodivergence is and how to support neurodivergent individuals in the workplace, leading to a limited approach to policy that prioritizes profitability over social impact and views inclusion as merely fulfilling quotas. Stigmas, myths, and fears associated with neurodivergence persist, often confusing it with "retardation" or "disability," and HR teams lack the training to identify, assess, and include neurodivergent individuals.

Furthermore, the absence of a solid regulatory framework with laws that mandate or incentivize this inclusion, and the misconception that neurodivergent people require "too many" adaptations, contribute to the lack of real employment opportunities.

WHAT BARRIERS AND CHALLENGES ARE FACED THE STUDENTS NEURODIVERGENT IN CLASSROOMS WITH TEACHERS AND CLASSMATES?

Neurodivergent students face multiple barriers in the school environment. The main one is the lack of training and awareness among educational staff regarding neurodivergence, which leads to ignorance, stigma, prejudice, and a lack of empathy. Traditional teaching methodologies are rigid and standardized, failing to consider the diversity of learning styles and paces, or to offer curricular, emotional, or sensory adaptations. This results in overcrowded classrooms, a lack of adapted materials, and rejection or isolation from classmates and teachers. The lack of clear institutional policies and a state commitment to educational inclusion exacerbates the situation, resulting in diagnoses that become "judgments" rather than guidance.

HOW CAN THE PROFESSIONALS OF THE IMPROVE YOUR HEALTH COMMUNICATION AND APPROACH RESPECTFUL TO PATIENTS Neurodivergent?

Healthcare professionals can improve their communication and approach with neurodivergent patients through a deep commitment to service, empathy, and ongoing specialized training in neurodiversity and neurodevelopment. It is crucial to act with love, understanding, and respect, recognizing the impact of every word and action. They should actively involve parents and caregivers, providing them with clear tools, and be patient and tactful, understanding each neurodivergent person's unique pace and way of communicating. The care should be

Comprehensive care, including psychoeducational, therapeutic, and social support, with care protocols that integrate body, mind, emotions, and spirit, and foster autonomy in safe and non-invasive spaces. Furthermore, it is important to reduce waiting times and promote the presence of neurodivergent professionals within the healthcare system.

WHAT IS THE VISION THAT IS PROPOSES FOR THE DIAGNOSIS IN THE CONTEXT OF THE NEURODIVERSITY?

The proposal is that diagnosis be a "gateway" and not a "wall of exclusion." Instead of being a label that pigeonholes and limits, diagnosis should be a key, a tool for self-understanding, seeking appropriate support, and building a more fulfilling life.

aligned with its own functioning. The community

Neurodivergent advocates for an approach where diagnosis is valuable information that serves to adapt, support and strengthen, not to discriminate or justify rejection.

A diagnosis should be the beginning of a clearer, kinder, and more conscious path, serving as a starting point for understanding each other and building community, without anyone feeling inferior for discovering how things work. his mind.



WHAT IS THE CRITICISM CENTRAL TO THE SYSTEMS EDUCATIONAL AND SOCIAL CURRENT SINCE THE PERSPECTIVE OF THE NEURODIVERSITY?

The central critique of the systems

The current educational and social systems are designed under a model of uniformity and standardization that excludes the diversity of brains and functioning styles.

They perceive schools as "mass factories" where everyone is expected to learn at the same pace and fit into a single mold, rather than as "gardens" that cultivate individuality. This leads to neurodivergent differences being seen as "problems" or "difficult ground."

, This results in stigma, prejudice, a lack of adaptation, and, in many cases, the silencing or invisibility of the stories and talents of neurodivergent people. It is argued that the problem is not the individual, but rather a system that has not been designed to accommodate all ways of being, thus preventing neurodivergent potential from flourishing.

WHY IS IT EMPATHY IS FUNDAMENTAL AND UNDERSTANDING IN THE DEALING WITH PEOPLE Neurodivergent?

Empathy and understanding are fundamental because a lack of knowledge about the

Neurodiversity generates stigma, prejudice, and a lack of emotional support. Genuine empathy is the starting point for understanding that each neurodivergent person is unique, with their own history and way of experiencing the world, and should be treated with respect, warmth, and patience. By practicing active, loving, and non-judgmental listening, we recognize that many neurodivergent people have experienced rejection or mistreatment and need to be welcomed. Empathy also allows us to understand that what is sometimes labeled as "difficult" is actually a condition that is not easily understood.

understood or a context lacking empathy, and it is an invitation to learn and grow together.

HOW CAN IT BE ACHIEVED TRUE INCLUSION OF PEOPLE NEURODIVERGENT IN THE SOCIETY?

True inclusion of neurodivergent people requires a profound cultural transformation, moving from mere tolerance to valuing diversity. This

This entails reforming the education and healthcare systems to make them flexible and adapted to individual needs, offering continuous and specific training for professionals and families. In the workplace, public policies are needed with real incentives for inclusion, adapted selection processes, and an organizational culture that celebrates the diversity of intelligences and talents.

It is crucial to break down myths and stigmas through awareness campaigns, to make visible the stories and contributions of neurodivergent people, and to legislate from a deep understanding of neurodiversity to guarantee their rights and true equality, understanding that inclusion is a collective responsibility that seeks to redesign society for all.

IN GENERAL TERMS

- **Ignorance and Widespread Stigma:** Neurodivergent people have been and continue to be labeled, misunderstood, stigmatized, and often viewed as "problems" or "disabled" in society, education, health, and employment.
- **Rigid and Ableist Systems:** Standardized educational and work models predominate that do not adapt to the diversity of minds, leading to exclusion and "misfit".
- **Lack of Professional Training:** Most professionals in education, health, and human resources lack specific and empathetic training in neurodiversity, resulting in late diagnoses, inadequate care, and exclusion.
- **Family Isolation:** Families with neurodivergent members often feel alone, without access to clear information, emotional support, or practical resources.
- **Lack of Effective Public Policies:** The lack of clear regulatory frameworks, incentives, and monitoring mechanisms prevents real and systematic inclusion in many countries.

Lawsuits global



- **Education:** Demand for continuous and free training for teachers and families.
- **Effective enforcement of existing laws** and profound reforms of the education system.
- **Reasonable school accommodations**, personalized methodologies, and empathetic environments.
- **Critique of education as "mass production"** and a call for educational "gardening".
- **In Health:** Need for specific training in neurodivergence for professionals in the health.
- **Demand for comprehensive care protocols** , reduced waiting times, and an increased number of neurodivergent professionals.
- **Emphasis on respectful communication**, patience, and a person-centered approach.
- **Proposal for a holistic approach that includes nutrition.**
- **Employability:** Identifying lack of knowledge, stigmas and fear as the main barriers.
- **Criticism of prioritizing profitability** and meeting "quotas" over real inclusion.
- **Demand for training** for HR teams and leaders, as well as process design inclusive selection.
- **Request for public policies** with real incentives and a regulatory framework.
- **Recognizing the unique talents and contributions of neurodivergent people.**
- **Families and Community:** Urgent need for clear, scientific and accessible information for families.
- **Demand for emotional** and psychological support for caregivers.
- **Creation and strengthening of support networks** among families.
- **Request for visibility** of difficulties and empowerment in the home.
- **A call to society for empathy, respect, and the building of kinder environments.**

The Bear, the Cloak and the Sword

JAVIER ESTÉVEZ

PSYCHOLOGIST SPECIALIZED IN ODD
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COURTESY OF ROSA ARÁNDIGA
ATANDO&CO ASSOCIATION

THE FURIOUS BEAR AND THE UNCONDITIONAL CALMER

Oppositional Defiant Disorder (TND) has traditionally been approached from a behavioral perspective, but what happens if we shift our focus to the

What is the emotional relationship between a child and their environment? This gives rise to a new approach: "Love versus poison." Which is featured in the book "The Bear, the Cloak and the Sword."

The way of understanding and addressing TND is being rethought from the perspective of connection. affective.

"THE BEAR": THE PRIMITIVE EYE WHAT NEEDS TO BE UNDERSTOOD

The bear symbolizes uncontrollable fury of the child with ODD. It is not a "behavioral problem", but a primary reaction to a perceived threat. When the child feels misunderstood or that their world lacks emotional security, the bear emerges.



This anger, far from being mere "bad behavior," screams to the . It's the way the child world that it feels overwhelmed. The key is not to suppress the bear, but to understand what makes it come out of its den.

"THE CAPE". THE EMOTIONAL REFUGE THAT CHILDREN WITH ODD NEED WHEN

When a child feels protected by an emotional layer woven with patience, understanding, and unconditional love, their need to use the teddy bear diminishes. This layer isn't built with harsh words of discipline or punishment. It's created with loving presence, validation of their emotions, and the reassurance that their attachment figures won't abandon them, even when the teddy bear manifests strongly. Herein lies the essence of the approach: the child "is not" their behavior; the child "has" a behavior that needs to be heard.

"THE SWORD": THE TOOL FOR FACING THE WORLD

The ultimate goal is not for the child to always hide behind a cloak, nor to live in fear of the bear. The sword symbolizes the skills the child must acquire to manage their emotions. It's not about fighting the world, but about learning to defend oneself without attacking. The sword represents emotional self-regulation strategies, conflict resolution techniques, and the ability to express oneself without harming others. This sword isn't given away; it's forged over time, guided by supportive role models who don't impose their will.

ALL OF THIS LEADS US TO ONE CONCLUSION: "LOVE AGAINST POISON"

The idea is that strategies based on imposition, punishment, and guilt act as a reactive trigger, and the child responds with poison.

By responding to their venom with more punishment and oppression, we feed that raging bear. Children with ODD grow up in an environment where constant criticism and scolding reinforce their feeling of being misunderstood. In contrast, unconditional love, which doesn't depend on good behavior, acts as a calming influence on that bear. Firm love doesn't mean "letting everything slide"; it sets clear boundaries with empathy.

It's not about defeating the bear, but rather to be an emotional anchor that guides, orients and

"THE INTERVENTION:" OF THE CONTROL OF THE COMPREHENSION

The proposed approach is not simply a behavioral technique to "turn off" challenging behavior. It is a call to look beyond the visible behavior and understand the underlying emotion.

intervention is not based on "controlling" to the child", but in respecting him and, from that respect, helping him to understand himself, to regulate his inner turmoil and to strengthen his protective layer.

This approach implies a profound change in the way adults, parents, teachers, and therapists interact with children with ODD.

It requires patience, consistency, and above all, a willingness to shift from the logic of "correcting" to the logic of "accompanying." Because when the cloak is well woven, the bear calms down and the sword becomes a tool for life.

This new perspective not only seeks to reduce episodes of defiance, but aspires to something more important: transforming the child's relationship with their own anger and with the world around them. "It's not about defeating the bear, it's about living with it."



Neurodivergent talent

NOEMI CONNECTS

MENTOR - TRANSCENDENCE COACH
AND HUMAN CONNECTIVITY, FOUNDER
CONECTA INDUSTRIAS' FOOTPRINT
INDUSTRIAL, ORANGE TRIANGLE,
NEURODIVERSAL

TALENT NEURODIVERGENT AS ENGINE OF INNOVATION IN THE LARGE INDUSTRY

For many years, large-scale industry has been designed to operate under rigid structures: standardized processes, clear hierarchies, indicators, control, and repetition. And while that model allowed for growth, production, and scalability, today we face a different problem: the world is changing too rapidly.

The industry needs innovation. But innovation rarely comes from thinking exactly alike.

That's where talent comes in. Neurodivergent is starting to gain enormous value.

When I talk about neurodivergence, I'm not just talking about diagnoses.

I talk about different ways of processing information, solving problems, perceiving patterns, connecting ideas, and facing challenges. People with ADHD, autism, dyslexia, or other cognitive profiles often develop unusual skills precisely because they have had to learn to navigate the world from a different perspective.

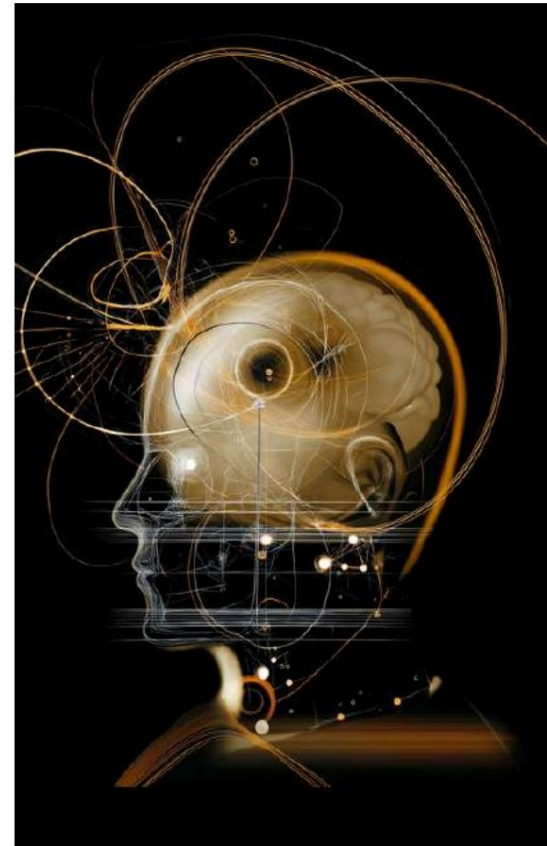
And that, in the industry, can become a real competitive advantage.

Throughout my experience working with professionals, organizations, and technical experts, I have seen something repeated constantly: many of the

More creative, intense, visionary, and decisive people don't easily fit into structures traditional.

However, they are precisely the ones who find connections that others don't see, who detect opportunities before everyone else, or who question processes that everyone took for granted.

The industry often highly values technical expertise, but rarely stops to analyze how really think about your human talent.



And therein lies a huge opportunity.

Neurodivergent people often bring especially valuable skills to complex environments: divergent thinking, hyperfocus, deep analysis,

- applied creativity, pattern
- detection,
- sensitivity to errors or
- inefficiencies, accelerated
- learning ability in areas of
- interest, and a natural tendency to question the
- status quo.
-



In industrial sectors, where a small adjustment can represent millions in savings, safety or efficiency, these cognitive differences can make a big difference.

However, many organizations continue to try to make everyone work exactly the same way.

That is probably one of the most costly cultural mistakes of our time.

Because when a company forces everyone to adapt to a single mindset, it not only loses diversity: it loses innovation.

Neurodivergent inclusion should not be seen solely as a social or corporate responsibility initiative. It should also be understood as a strategy for organizational development and sustainable innovation.

And it doesn't necessarily require large investments.

Sometimes the most important changes are cultural: creating

- psychologically safe spaces, making communication
- methods more flexible, valuing results
- over styles, allowing autonomy, improving
- onboarding processes,
- adapting leadership styles, and learning
- to identify individual
- strengths instead of focusing solely on difficulties.

I've seen teams transform when they begin to understand that not everyone contributes from the same place. Some people excel at coordinating; others at resolving crises; others at analyzing data; others at creating new solutions. The real value lies in the fact that we stop seeking uniformity and start building complementarity.

That's how nature works. Strong ecosystems are various.

The industry of the future will also have to be like that.

And this doesn't just impact productivity. It also transforms organizational culture. When people feel they can be authentic, think differently, and contribute from their unique perspectives, commitment, creativity, and the collective capacity for adaptation increase.

In a context where automation and artificial intelligence are advancing rapidly, the most valuable human skills

These will be precisely the least mechanical ones: creativity, intuition, the connection between disciplines, the sensitivity to solve complex problems, and the ability to imagine new possibilities.

Many of these abilities are highly present in neurodivergent profiles.

That's why I believe the conversation about neurodiversity no longer belongs solely to the clinical or educational spheres. It must also to reach the industry, leadership, innovation and business strategy.

We need organizations capable of listening to different ways of thinking.

We need leaders who understand that difference is not always a weakness; often it is a source of evolution.

And we need to stop measuring the value of people solely by how well they fit into old systems.

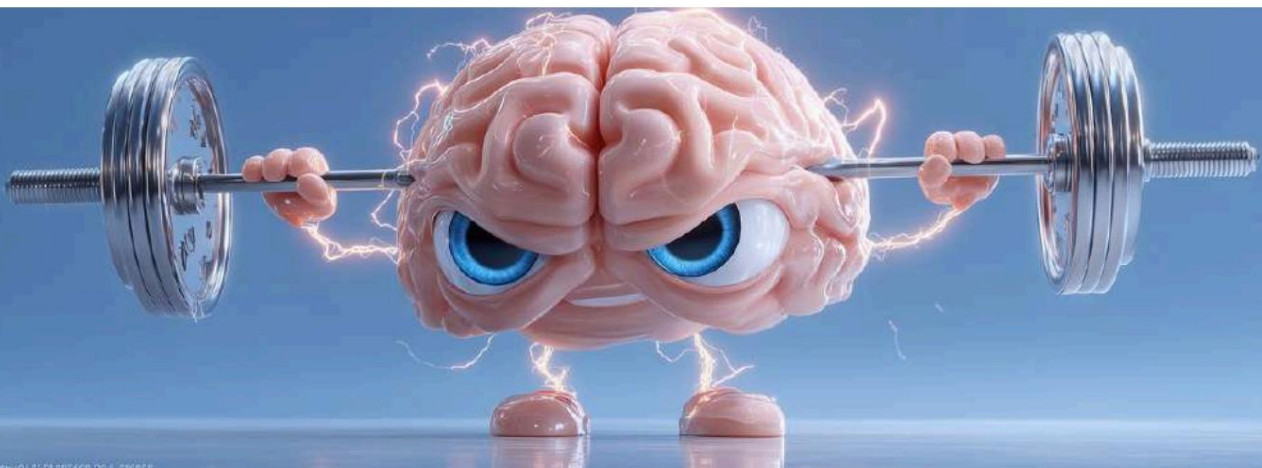
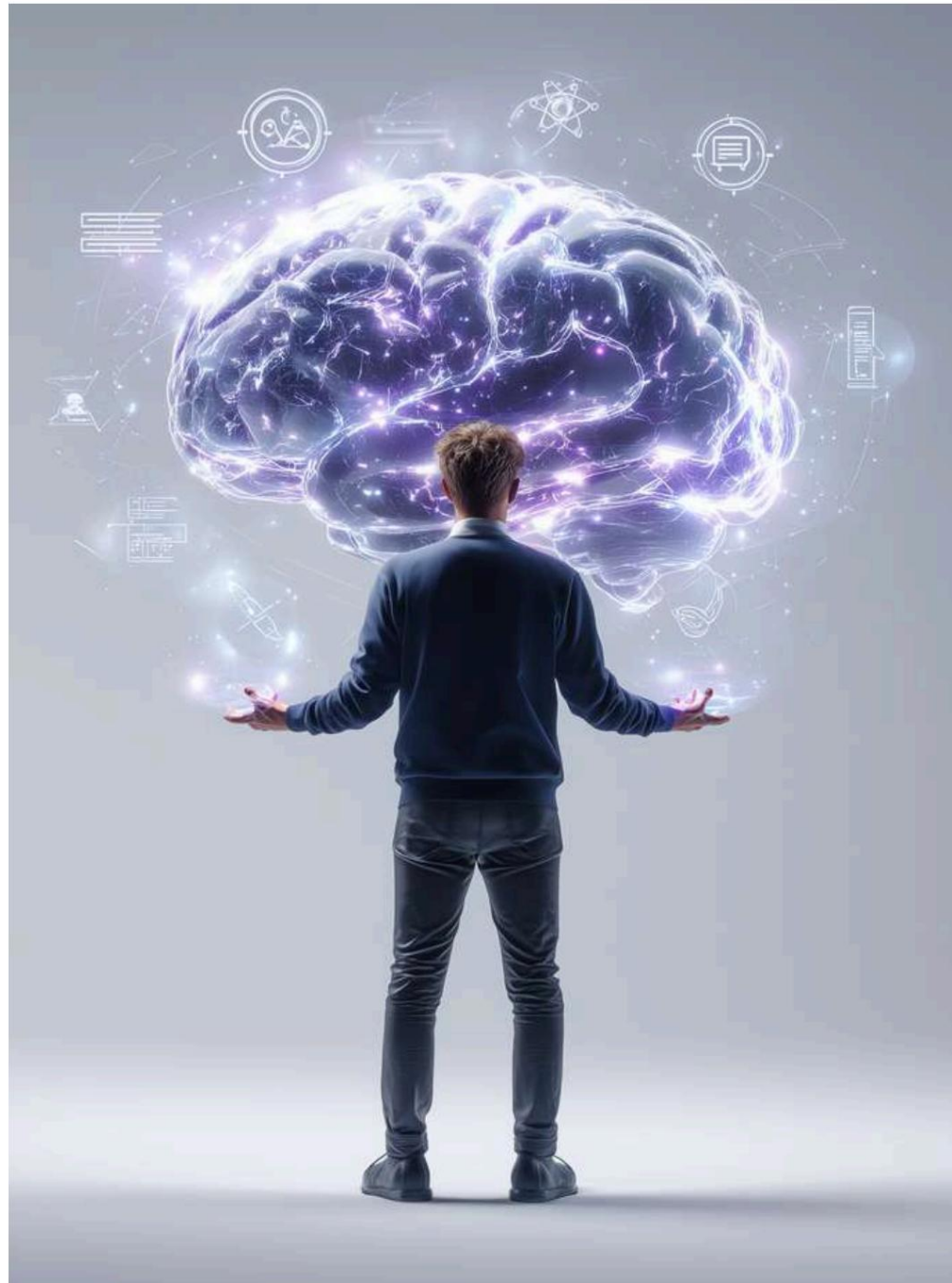
Large industries face enormous challenges: sustainability, technological transformation, speed of adaptation, and a shortage of specialized talent.

Solving those challenges

It will probably require more than just efficient processes.

It will require new ways of think.

Perhaps the true future of innovation lies not in creating more standardized people, but in learning to better leverage the human diversity that has always been there.



Therapeutic Gap and Medical Migration

JANET CHUMPITAZ
NEURO EDUCATOR
NEUROSCIENCE COACH

Have you ever wondered how difficult it is to raise a child with a neurodevelopmental condition or

Are there any disabilities in our country?

For many families, the situation is so complicated that they are forced to make drastic decisions. Let's analyze this text to understand why so many Peruvian families are packing their bags for Japan.

THE LABYRINTH OF THE SYSTEM PERUVIAN: A PATH IS COSTLY ABOVE.

In Peru, if you live in the provinces, accessing early childhood development care is a challenge.

A real headache. Everything is highly centralized in Lima, and there's a critical shortage of private specialists in the rest of the country.

Furthermore, waiting lists in public health (such as EsSalud or SIS) are months long, which delays therapies that are vital at early ages.

Although the State has tried to improve coverage with programs and community centers, the reality is that the system remains saturated.

As a result, children receive therapy very infrequently, which greatly hinders their progress. advances.

But the problem isn't just medical; parents live with constant anxiety, wondering, "What will become of my child when I'm gone?" In our country, there are no networks of financial support for...

long term, nor real programs to help people with disabilities get jobs or live independently.

In addition to this, our cities are not

accessible and the labor market is very exclusionary, which drastically reduces their chances of being self-employed.

THE EXODUS OF THE COMMUNITY NIKKEI: MIGRATING THROUGH NEED

Faced with this scenario of so much uncertainty, a very clear migratory phenomenon is emerging: a growing number of Peruvian families of Japanese descent (the Nikkei community) are activating their right of residence

and returning to Japan.

Heads up! This isn't your typical migration to find any job, but a genuine medical and educational migration to move their neurodiverse family members to a country that offers them social protection.





The mothers and guardians consciously accept the difficult blow of leaving their country. They suddenly face the tremendous language barrier and culture shock, but their priority above all else is ensuring their children have access to Japan's health and welfare services.

WHY JAPAN? A STATE THAT TRULY SUPPORTS YOU

Japan is a huge magnet because it offers a model based on rights and equality. Here's a summary of its main benefits:

- **Direct financial support:** The State provides pensions and direct financial aid to mitigate the expenses of caring families, thus giving them a secure financial base.
- **Free and inclusive public education:** Legislation guarantees free and compulsory schooling up to high school (upper school) for all students, regardless of the severity of their diagnosis.

- **Freedom of choice:** During childhood, parents freely decide whether their child attends a support classroom in a regular school or a special education center. Upon reaching adulthood, the system consults directly with the young person, offering them education.

personalized and vocational guidance according to their abilities.

THE LEAP TO UNIVERSITY: INCLUSION DOES NOT END IN THE SCHOOL

Perhaps the most remarkable aspect of the Japanese model is that they don't abandon you after you finish elementary school, but rather build a solid bridge to professional life. Major universities have dedicated offices to coordinate customized adaptation plans for each student with a disability.

To access this, the system is strict with the paperwork: you have to present the official Japanese disability certificate (Shogaisha Techo) or a formal medical diagnosis officially translated into Japanese or English.

Once the application is approved, universities deploy a lot of resources: tutors, interpreters, more time to take entrance exams and, of course, a total accessibility infrastructure that eliminates any barriers (ramps, guided elevators, adapted bathrooms).

A SACRIFICE WORTH IT THE PENALTY

The difference between the two realities is abysmal. While in Peru families face

After months of waiting, medical shortages, and immense fear for their children's future, Japan offers them a predictable structure, financial support, and strong laws to protect them. Learning such a complex language and adapting to a new society presents a monumental challenge, but for these families, it is an invaluable reward to know they are securing a dignified, fulfilling, and independent life for their loved ones.

Neuroinclusion

JAVIER PERIS ESCRIBÁ

CREATEGA. NEURODIVERGENT ADHD
CO-FOUNDER OF THE ASSOCIATIONS
NON-PROFIT, REDTDAH
NEURODIVERSITY (SPAIN)
NEURODIVERSAL (PERU)

WHAT ROLE DOES IT PLAY INTERNAL AWARENESS OF ORGANIZATIONS FOR MOVING TOWARDS REAL AND EFFECTIVE INCLUSION?

This is what allows us to move beyond mere corporate posturing and achieve genuine inclusion. If we don't train teams from within, diversity policies remain just empty promises. Raising awareness helps us dismantle prejudices and create a safe environment where people don't have to exhaust themselves masking their true selves to fit in. It also encourages managers to be transparent, since up to 25% of CEOs believe they have dyslexia but don't disclose it for fear of stigma. Finally, it helps normalize things like wearing noise-canceling headphones or asking for clearer instructions, ensuring they are no longer seen as "special requests" or "oddities."

Internal awareness is the

This engine makes it so that having a different brain is no longer seen as a problem, but rather as what it really is: a brutal competitive advantage for the companies of the future.

FROM YOUR EXPERIENCE, WHAT BENEFITS OBTAINED BY ORGANIZATIONS THAT They are committed to policies of NEUROCOGNITIVE DIVERSITY?

Investing in this isn't a matter of charity, but a super-smart strategy to drastically improve the competitiveness of the

companies.

First, because innovation skyrockets: these different minds are geniuses at detecting patterns and have 45% more options to increase their market share by solving complex problems.

Second, because of "god-level" productivity; in technological sectors, the ability to hyperfocus (maximum concentration) makes teams perform up to 30% better.

On the other hand, adaptations such as flexible working hours or noise-free zones create a very good work environment and improve the daily lives of all employees.

And to top it all off, this makes you a magnet for younger people, increasing talent retention by 25%.





WHAT GOOD PRACTICES CONSIDER REPLICABLE FOR PROMOTE ENVIRONMENTS OF MORE FLEXIBLE WORK AND RESPECTFUL OF THE NEUROCOGNITIVE DIVERSITY?

The key is to apply "reasonable adjustments" based on common sense and flexibility. For example, instead of conducting interviews

I work with "trick" questions; you have to get to the point, avoid double meanings, and provide practical tests.

In the office, you have to "hack" the space: allow the use of noise-canceling headphones, regulate fluorescent lights, or create "noise-canceling zones" Silence." It also helps a lot to avoid ambiguity by giving very clear written instructions, fully committing to teleworking, and having a "colleague" guide or internal mentor to help with the integration of the new employee.

Ultimately, it is a paradigm shift from lack or deficit to strengths and recognition.

Changing the traditional and outdated model to the new times where diversity of thought benefits all people and promotes social well-being.

WHICH SECTORS DO YOU CONSIDER MORE PROMISING FOR THE EMPLOYABILITY OF PEOPLE NEURODIVERGENTS AND HOW

HE BELIEVES THAT INTELLIGENCE ARTIFICIAL WILL INFLUENCE THESE JOB OPPORTUNITIES?

The labor market is changing
This is happening at a tremendous pace thanks to digital transformation, and it's opening doors that were previously closed to neurodivergent talent. Looking ahead, there are sectors that will benefit from this, and where Artificial Intelligence (AI) will play a fundamental role in changing the rules of the game.

The undisputed king is the technology sector (STEM), in roles such as software development, cybersecurity, and data analysis, because precision and hyperfocus are invaluable there. Finance, creative design, and science and research also stand out significantly.

Regarding Artificial Intelligence, for us it's a "copilot" that levels the playing field. If you have ADHD or anxiety related to workload, AI summarizes documents, drafts emails, and helps you stay focused; and if you have dyslexia, it reads texts perfectly.

But beware of the dark side of AI!

Not everything is perfect. There is a huge danger with the AI that companies use in Human Resources to select resumes or conduct interviews.

If these algorithms have only been trained by analyzing "typical" (neurotypical) people, they may have biases and unfairly dismiss neurodivergent candidates who are true geniuses.

WHAT ARE THE PRIORITY OBJECTIVES? AND IT HAS CONCRETE ACTIONS PLANNED NEURODIVERSITY FUTURE TO ADVANCE IN THE LABOR INCLUSION OF THE PEOPLE Neurodivergent?

Our main goal has been to create a quality seal in neuroinclusion, called Neuropower, born from a European Erasmus+ project.

We have also put together a super comprehensive training program for managers, human resources and employees.

At a societal level, we need to get our act together now because unemployment in the autistic community is approaching 90%.

We need to join forces between the
The government and businesses need to simplify the bureaucracy of aid and focus more on the support that the person needs.
Furthermore, education needs to change to normalize the role of the "job coach" within the workforce. All of this requires moving beyond mere legal posturing; complying with the law to avoid fines is not enough. We must understand that investing in minds that think differently is not simply "doing the right thing."
, but "do
"the smart one" to lead the future.

A bit of history

"THE EVOLUTION OF KNOWLEDGE ABOUT AUTISM"

ROSE ARÁNDIGA

OCCUPATIONAL MONITOR
COMMUNITY-BASED HEALTH AGENT
ASSOCIATION: ATANDO&CO



I'm sure you've been hearing it everywhere lately: "autism"

"Asperger's"

spectrum. It's not a passing fad or a sudden epidemic; we simply now have better tools to see what was always there.

THE ORIGIN: FROM THE LABEL TO UNDERSTANDING

The term "autism" was coined in 1911

Thanks to the psychiatrist Eugen Bleuler, who adapted the root of the classical Greek autos (self) to describe the clinical withdrawal observed in certain patients.

For decades, the response of an institutionalized and under-resourced medical system was confinement and attempts to forcibly correct misunderstood behaviors.

The real turning point came in the 1940s with Leo Kanner in

The United States and Hans Asperger in Vienna. Both independently discovered that the children they studied possessed a unique, innate developmental configuration. Far from being "disconnected" or in a trance-like state, these children processed and experienced their environment in a radically different way.

WHAT IS AUTISM AND HOW DOES IT WORK? DOES IT MANIFEST?

Autism is not an illness, but a condition of neurodevelopment. It is not an internal biological "problem", but a divergence in brain configuration that alters information processing, reflected in communication, social interaction and cognitive flexibility.

According to data from the World Health Organization (WHO), the global prevalence is 1 in 100 children, a figure that organizations such as the CDC in the United States raise to 1 in

36 due to the remarkable improvement in early detection.

The spectrum is immense and manifests itself in very diverse ways. Some common features are: Unique communication: Variability in speech development, difficulties in interpreting non-verbal or figurative language, and the presence of echolalia (repeating words or phrases like an echo).

- Alternative sensory processing: Intense or atypical responses to environmental stimuli (lights, sounds, textures) that can sometimes lead to saturation.
- Rigidity and self-regulation: Preference for predictable routines and repetitive movements (such as hand flapping or stimming) that act as natural mechanisms to manage stress.

MYTHS, BIASES AND THE FEMALE CAMOUFLAGE

It's time to bury an old myth: vaccines do not cause autism.

Dozens of studies

Massive epidemiological studies worldwide have shown that vaccine components (including thimerosal, a mercury-derived preservative)

(used in the past) are not related to the development of autism. When this compound was removed from most childhood vaccines as a precautionary measure, diagnosis rates followed the same pattern, confirming its complete independence.

Genetics plays a crucial role, but diagnosis has historically been heavily biased by gender. Traditionally, four men were registered for every woman on the spectrum.

Today we know that autistic women often display a great capacity for social camouflage (masking): they consciously or unconsciously imitate neurotypical behaviors to fit in. This effort exhausts their cognitive resources and often leads to delayed diagnoses or misdiagnoses with other disorders.

anxiety or depression. Furthermore, autism is very often co-occurring with other conditions.

neurodevelopment, such as ADHD.

WHAT HAPPENED TO THE SYNDROME ASPERGER'S?

In 2013, the clinical community unified its criteria. The DSM-5 psychiatric manual eliminated Asperger's Syndrome as a separate category and integrated it within Autism Spectrum Disorder (ASD), typically classifying it as Level 1.

(mild support need), confirmed in March 2022 and published in the current DSM-5 TR.

This scientific unification helps to highlight that support needs exist even if they are not immediately apparent. Although this profile does not present language delay or associated intellectual disability, challenges such as literalness, cognitive rigidity, or emotional management still require support. Many people diagnosed under the previous criteria continue with

pride in the "Asperger" identity as a community with shared characteristics.

February 18th is celebrated as International Women's Day International Asperger's Syndrome Day, a day dedicated to raising awareness of a condition that falls under the umbrella of Autism Spectrum Disorder (ASD). The date coincides with the anniversary of the birth of Austrian pediatrician Hans Asperger, who first described this condition. April 2nd is also World Autism Awareness Day.

This date was proclaimed by the United Nations General Assembly United in 2007 to raise awareness in society about the Disorder of Autism Spectrum (ASD) and promote inclusion, respect and the rights of people with this condition.

REAL SUPPORT AND BORDERS OF SCIENCE

Being a condition of

Autism is a neurodevelopmental condition, not an illness. It is not cured, but it is understood, supported, and respected.

Effective interventions are those with scientific backing that aim to provide tools for autonomy and accessibility, never to eradicate the condition.

way of being or the identity of the person.

Even so, biological research seeks to understand the mechanisms underlying factors. The Barcelona Institute for Research in Biomedicine (IRB) led a key discovery in what is known as autism.

idiopathic (80% of cases where there is no hereditary or obvious genetic cause).

They discovered that neurons in these profiles show a decrease in a microexon in the CPEB4 protein, which affects the synthesis of synaptic proteins.

Recent studies in laboratory models have shown that restoring this in a controlled manner

The protein fragment allows for the re-regulation of neuronal function.

Although it is basic science in the development phase and requires years of clinical trials before any practical application can be considered, it opens promising avenues for improving quality of life and mitigating associated biological stress factors.



Documentary series



Scan to view the
documentary
until June 17, 2026

NEURODIVERGENT: AUTISTIC



Scan to view presentation
and conversations

MILA MARTÍNEZ
FISABIO FOUNDATION

SYNOPSIS

Neurodivergent: Autistic is a documentary series that invites you to delve into the universe of autism from an intimate, rigorous and profoundly human perspective. Through first-person testimonies, sensory recreations, and the participation of specialists in research and mental health, the work constructs a narrative that intertwines science and lived experience.

Far from stereotypes, the documentary reveals the diversity of the autism spectrum and focuses on often-overlooked realities, such as the impact of late diagnosis and underdiagnosis in autistic women. From childhood to adulthood, it addresses key issues such as mental health, social and employment inclusion, and the everyday challenges faced by autistic individuals.

With a choral and accessible narrative, **Neurodivergent: Autistic People** not only seeks to inform, but also to generate empathy and open a space for collective reflection on how to build a more inclusive society inclusive, where all ways of perceiving the world have a place.



Estreno serie documental
9 junio 2026 · 10.30 h.
La Filmoteca - Valencia
Edificio Rialto / Plaza Ayuntamiento 17, Valencia

CON LA COLABORACIÓN



ENTRADAS LIMITADAS. RESERVA
documentalautismo.eventbrite.es



SERIE DOCUMENTAL NEURODIVERGENTES: AUTISTAS



DIRECCIÓN
Mila Martínez (FUNDACIÓN FISABIO)
Gonzalo Miranda (LA ANTENA FILM)

Una serie documental de la Cátedra FISABIO - UV



GENERALITAT
VALENCIANA



Cátedra
Fisabio



VNIVERSITAT
ID VALÈNCIA

Sport Inclusive

NEURODIVERSITY AND SPORT

INCLUSIVE: A SOURCE OF PRIDE THAT WE SHARE IN PROMIS

BY ALEXANDER DÍAZ MALDONADO,
PRESIDENT OF THE PROMIS ASSOCIATION



Every year, between June 10th and 17th, the world celebrates **Neurodiverse Pride Week**, a key date to recognize and raise awareness of the different ways of cognitive functioning as a natural part of human diversity. At PROMIS, this celebration directly resonates with us because, since our inception, we have understood that inclusive sport is a space where all minds and all bodies are welcome.

Pride Day reminds us that the freedom to be oneself is not a privilege, but a right. And neurodiversity—autism, ADHD, dyslexia, intellectual disability, among other variations—is part of that same struggle for respect, visibility, and full inclusion.



NEURODIVERSITY IN OUR AWARDS

Throughout the seven editions of the PROMIS Inclusive Sport Awards, we have had the honor of recognizing projects that work specifically with neurodivergent individuals. Associations, clubs, and programs that have demonstrated that sport not only improves physical fitness but also strengthens self-esteem, autonomy, and social skills in children, young people, and adults with intellectual disabilities.

Among our historical award winners are initiatives where the tireless work of entities that, from grassroots sport, have managed to break down stereotypes and build truly welcoming environments stands out.

These projects teach us that neurodiversity is not an obstacle to sport, but an opportunity to enrich it.

Because when a person with an intellectual disability runs, swims, or plays on a team, they not only gain health: they gain visibility, they gain community, and they gain dignity.

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Because when a person with an intellectual disability runs, swims, or plays on a team, they not only gain health: they gain visibility, they gain community, and they gain dignity.

JAVIER PERIS: REFERENCE AND JURY

Along these same lines, we are proud to have on our jury for the 8th edition a key figure in the field of neurodiversity: Javier Peris, director of NeurodiverSÍ, a leading entity in the promotion of the inclusion of people with functional diversity.

Javier not only brings his expert perspective to the evaluation of the candidate projects, but also symbolizes PROMIS's commitment to inclusive sport that leaves no one behind. His presence on the jury is an explicit recognition of the importance of neurodiversity in the sporting ecosystem.

A COMMITMENT THAT WE RENEW

At PROMIS we firmly believe

Inclusive sport cannot be understood without the active participation of neurodivergent people.

Therefore, during this Neurodiverse Pride Week, we want to appeal to clubs, associations, and athletes: your projects are essential.

Your visibility is urgent.

We encourage all organizations working with people with intellectual disabilities, autism, or other neurodivergent conditions to submit their applications for the 8th Awards

PROMIS Inclusive Sport. You have until July 17th to register through our web form:

(<https://forms.gle/8dPsjG6MHfFPYkTL6>).

Because sport, when it's truly inclusive, is also a source of pride. And we celebrate that pride today, tomorrow, and always.

Happy Neurodiverse Pride Week!

About PROMIS

The PROMIS association is made up of immigrant and Spanish professionals, mainly from social areas, and its aims include "promoting interculturality, through regular meetings with the different entities that work in this specialty, mainly values education, communication for development, promotion of entrepreneurship and integration sport".

Useful links: Registration

form: <https://forms.gle/8dPsjG6MHfFPYkTL6>

Contact: _____

sociacionpromis@gmail.com

Digital platform:
www.foropromis.org

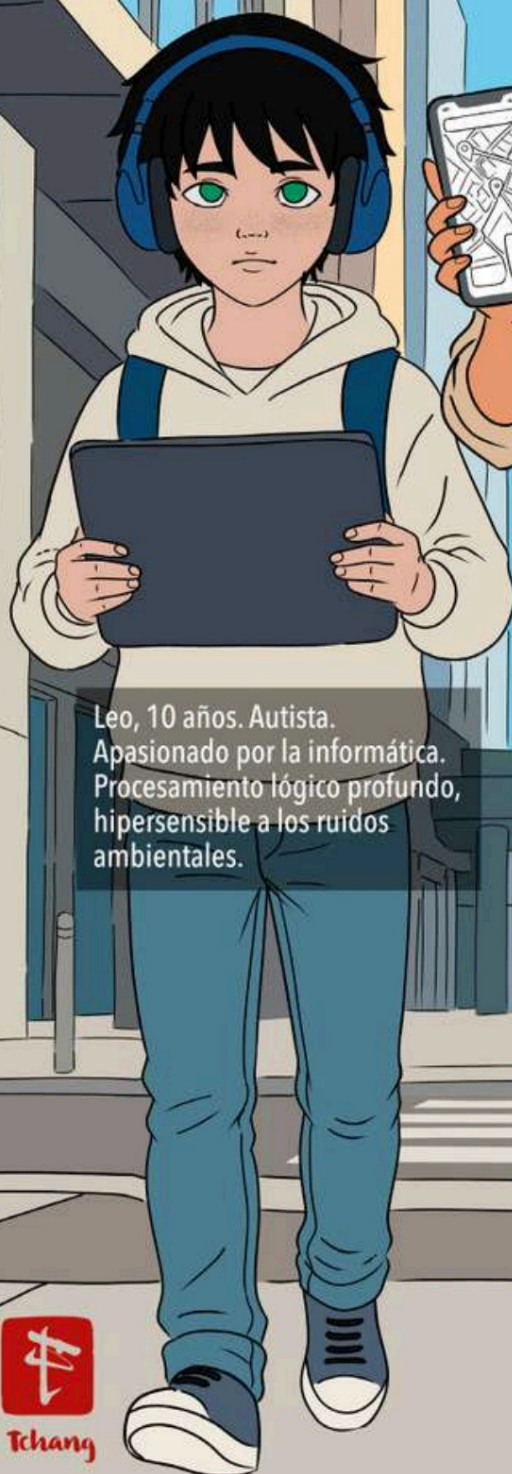


EL ECOSISTEMA DE LAS MENTES

Una aventura de unión intergeneracional
a través del procesamiento cognitivo.

ILUSTRACIÓN. Lucía Tchang

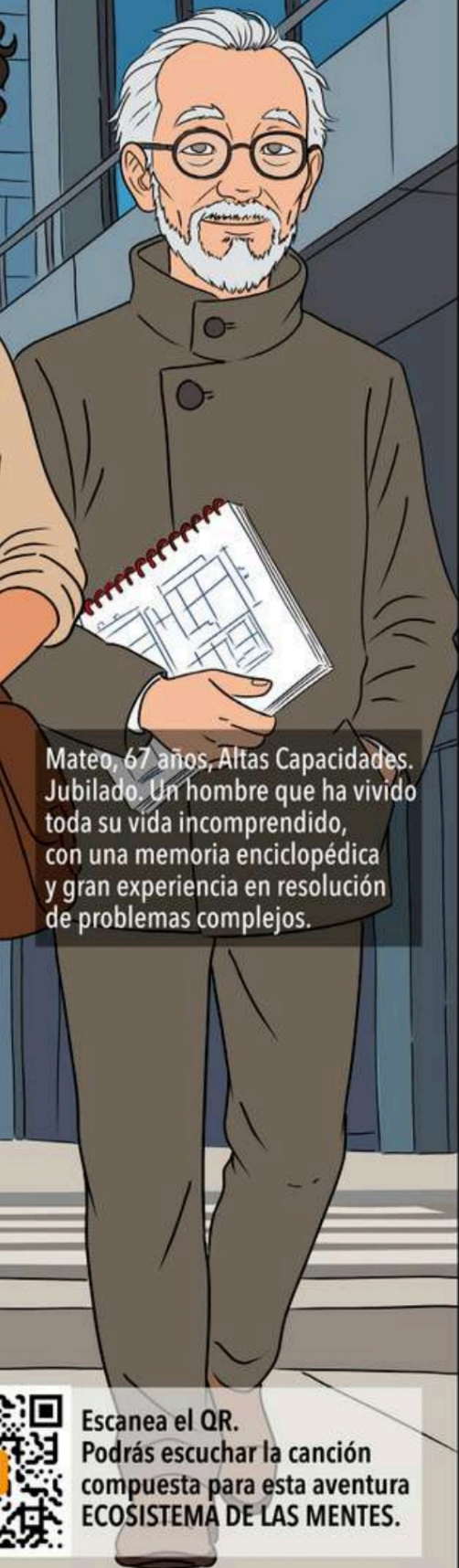
GUIÓN. xabiè



Leo, 10 años. Autista.
Apasionado por la informática.
Procesamiento lógico profundo,
hipersensible a los ruidos
ambientales.



Amira, 28 años, TDAH.
Hiperactiva, con un
procesamiento visual
rapidísimo.

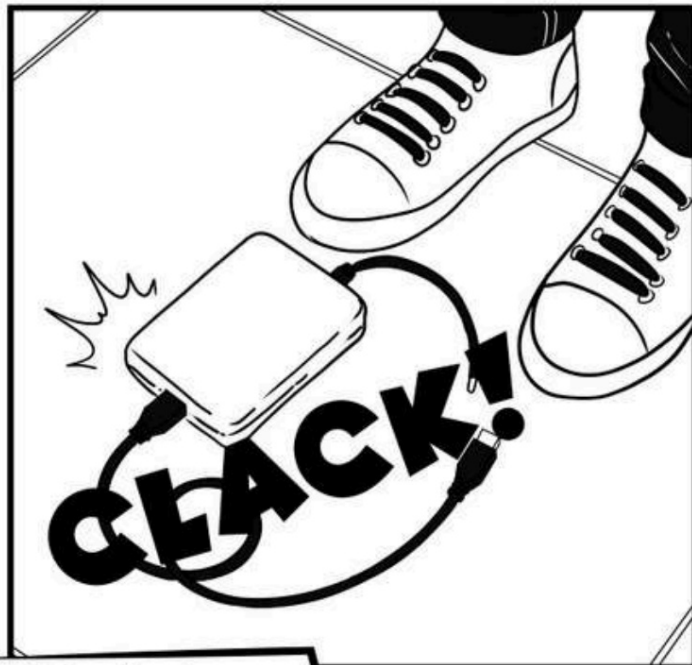


Mateo, 67 años, Altas Capacidades.
Jubilado. Un hombre que ha vivido
toda su vida incomprendido,
con una memoria enciclopédica
y gran experiencia en resolución
de problemas complejos.



Escanea el QR.
Podrás escuchar la canción
compuesta para esta aventura
ECOSISTEMA DE LAS MENTES.





Se te ha caído esto, moza.
Menos mal que el chaval
se ha quedado completamente
quieto mirando el suelo
y eso me ha llamado la atención.





Fíjate, Amira. Al alargar el tiempo de cruce y suavizar la rampa según los planos lógicos, no solo ayudamos a la gente con problemas de movilidad. Todo el ritmo de la calle se vuelve más seguro y humano para todos.

Ya está hecho. He volcado la modificación del código en el servidor de movilidad urbana. Los semáforos ahora sincronizan los tiempos de paso basándose en los flujos reales de peatones, no en la velocidad de los coches.

BIP BIP!

Es increíble, Mateo. En la oficina me decían que me dispersaba y que mis ideas no eran prácticas. Contigo y con Leo he podido centrar la atención sin tener que fingir que mi cerebro funciona como el de los demás.

El error de tu oficina es exigir que todos remen con la misma pala. Tu velocidad para conectar datos dispersos es lo que ha salvado este proyecto.

PIO PIO!

El ruido de los coches ha bajado de intensidad porque los motores ya no aceleran a trompicones. Ahora el entorno es predecible. Puedo escuchar el sonido del viento en los árboles del parque.

Hemos demostrado que la ciudad funciona mejor cuando se diseña para todas las mentes. Esto es solo el principio de la red.

Si la naturaleza creó mentes distintas, intentar igualarlas es el verdadero error de cálculo. Menos corregir el cerebro del otro y más cambiar el espacio de todos.



El 9 de junio de 2026, nos susurra un mensaje de profunda introspección y búsqueda de la verdad, resonando con la energía del **número 7**. Es un día para mirar hacia dentro, comprender y celebrar la riqueza de la mente humana. Esta fecha no es casual; marca un punto de inflexión, un despertar colectivo que desafía lo establecido.

Imaginamos que sentirás curiosidad por la elección del número 7. No, no es una casualidad o una "inventada", tiene todo el sentido.



En numerología, seguimos sumando hasta llegar a un dígito: $1 + 0 = 1$. Ahora sumamos los tres resultados: $9 + 6 + 1 = 16$. Finalmente, reducimos ese 16 sumando sus dígitos: $1 + 6 = 7$



El número 7, para una mente neurodivergente, es un número fascinante. Representa la búsqueda de la verdad, el análisis profundo y el mundo interior. Es el número de los que ven lo que otros pasan por alto. Mientras el mundo corre, el 7 se detiene a observar la belleza de un patrón o la profundidad de una historia, lo cual encaja perfectamente con el propósito de **NextArt y el documental**: dejar de ver la neurodiversidad como un "problema" para entenderla como una forma única y profunda de procesar la existencia. Es un número que no se conforma con lo superficial, es disruptivo por naturaleza.

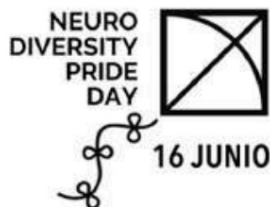


nextart[®]
NEURODIVERGENTE

Celebramos el estreno de la serie documental "*Neurodivergente: Autismo*", una ventana a realidades que merecen ser vistas y comprendidas.

Lanzamos NextArt Neurodivergente, una plataforma vibrante donde cómics, música y relatos visuales se entrelazan para guiar hacia la felicidad, compartiendo testimonios que iluminan caminos.
nextart.es

Honramos el Día del Orgullo de la Neurodiversidad (NDPD26), alzando nuestras voces con la convicción de que la diversidad es nuestra mayor fortaleza. Hoy, 9 de junio, abracemos la singularidad que nos une y nos hace avanzar.
neurodiversityprideday.com



Ecosistema de las Mentes arranca con este número cero. Es el punto de partida de un proyecto gestado en casa, fruto de la sintonía entre un padre y una hija. Ambos somos neurodivergentes y hemos decidido transformar esa forma compartida de procesar la realidad en nuevas historias.

Lo que tienes delante es apenas un aperitivo. Hay muchas horas de **diseño y esfuerzo** detrás de las tramas que estamos preparando para que esta aventura arranque con paso firme.

Si quieres seguirnos la pista, **déjanos tu correo en nextart.es**. Prometemos avisar solo cuando haya algo real que contar, sin inundar tu bandeja de entrada.

Te esperamos para explorar juntos, desde dentro, la complejidad de la neurodiversidad.

ENTRADA GRATUITA

NEURODIVERSITY PRIDE DAY



TICKET DE SALIDA

"Has entrado gratis, pero para salir debes llevarte una carga."

1

Reconocer el esfuerzo invisible:

Acepto que lo que para mí es un "paso", para un cerebro TDAH puede ser una "escalada".

2

Eliminar etiquetas caducas:

Me comprometo a no volver a usar "vago", "distráido" o "caótico" como juicios morales, sino como características de un sistema operativo distinto.

3

Devolver la máscara:

Entiendo que el mayor coste de la neurodivergencia es el agotamiento de intentar parecer "normal".



Firma tu compromiso por la neurodiversidad.



MANIFIESTO

***"No estamos perdidos,
estamos explorando"***

Entramos gratis porque la curiosidad es el único motor que nunca se nos apaga.

Estamos aquí porque nos cansamos de que nos midieran con reglas hechas para personas que no ven los colores que nosotros vemos.

Reclamamos nuestra infancia: No éramos malos, estábamos procesando un mundo demasiado lento para nosotros.

Honramos nuestra adolescencia: Nuestras cicatrices son el resultado de chocar contra paredes que otros no veían.

Denunciamos la máscara de la madurez: No somos máquinas de producir, somos seres de intensidad.

Abrazamos nuestra vejez: El diagnóstico tardío no es una sentencia, es un indulto tras décadas de condena injusta.

Pagamos la salida con orgullo: Nos vamos del laberinto sabiendo que el desorden no es falta de inteligencia, sino exceso de vida.

***"Bienvenidos al Laberinto Neurodivergente.
Cuidado con los giros inesperados;
son lo mejor del recorrido"***

