
Global Perspectives on Neurodivergence: Advocacy, Identity, & Public Engagement SIG 17

INTRODUCTION

Neurodivergence is a global phenomenon that transcends borders, cultures, and languages. This SIG 17 activity highlights articles that illuminate the diverse ways neurodivergence is experienced, supported, and advocated for across international contexts. “Neurodivergent Voices in the Classroom: Acquired or Innate, Still a Student” explores how neurodivergent identities shape student experiences and educational inclusion. “Contextually Responsive Advocacy for Autistic Children and Their Caregivers: A South African Perspective” demonstrates how cultural and systemic realities shape advocacy in local communities. “Embracing Neurodiversity: Exploring the Role of an Online Support Group for Mandarin-Speaking Women Who Stutter in Resource-Limited Contexts” expands the discussion beyond autism to include intersectional identities and underrepresented populations. Finally, “Exploring Autism Advocacy and Public Engagement on Instagram: A Mixed-Methods Analysis of High-Engagement Posts” illustrates the role of digital platforms in building global advocacy networks. Collectively, these articles underscore the importance of culturally responsive and globally informed approaches to supporting neurodivergent individuals, offering speech-language pathologists insight into advocacy, practice, and public engagement that resonates across international and digital landscapes.

LEARNING OUTCOMES

You will be able to:

- explain how neurodivergent identities influence student participation and inclusion in educational contexts
- analyze how cultural and systemic factors in South Africa shape advocacy efforts for autistic children and their families
- describe how digital peer support empowers Mandarin-speaking women who stutter within resource-limited settings
- evaluate how social media platforms such as Instagram amplify autism advocacy and build global community networks

Assessment Type

Self-assessment—Think about what you learned and report on the Completion Form how you will use your new knowledge.

CONTENTS

Neurodivergent Voices in the Classroom: Acquired or Innate, Still a Student by Alejandro Brice and Sarah Dwan

Contextually Responsive Advocacy for Autistic Children and Their Caregivers: A South African Perspective by Skye Nandi Adams and Arshima Khan

Embracing Neurodiversity: Exploring the Role of an Online Support Group for Mandarin-Speaking Women Who Stutter in Resource-Limited Contexts by Ran An, Yan Ma, and Jia Bin

Exploring Autism Advocacy and Public Engagement on Instagram: A Mixed-Methods Analysis of High-Engagement Posts by Ali Naderi Malek, Patricia A. Prelock, Paria Pakdel and Faezeh Heydari

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: November 3, 2025

End date: November 3, 2030

To earn continuing education credit, you must complete the learning assessment on or before **November 3, 2030**.



This course is offered for 0.40 ASHA CEUs (Intermediate level, Professional area).