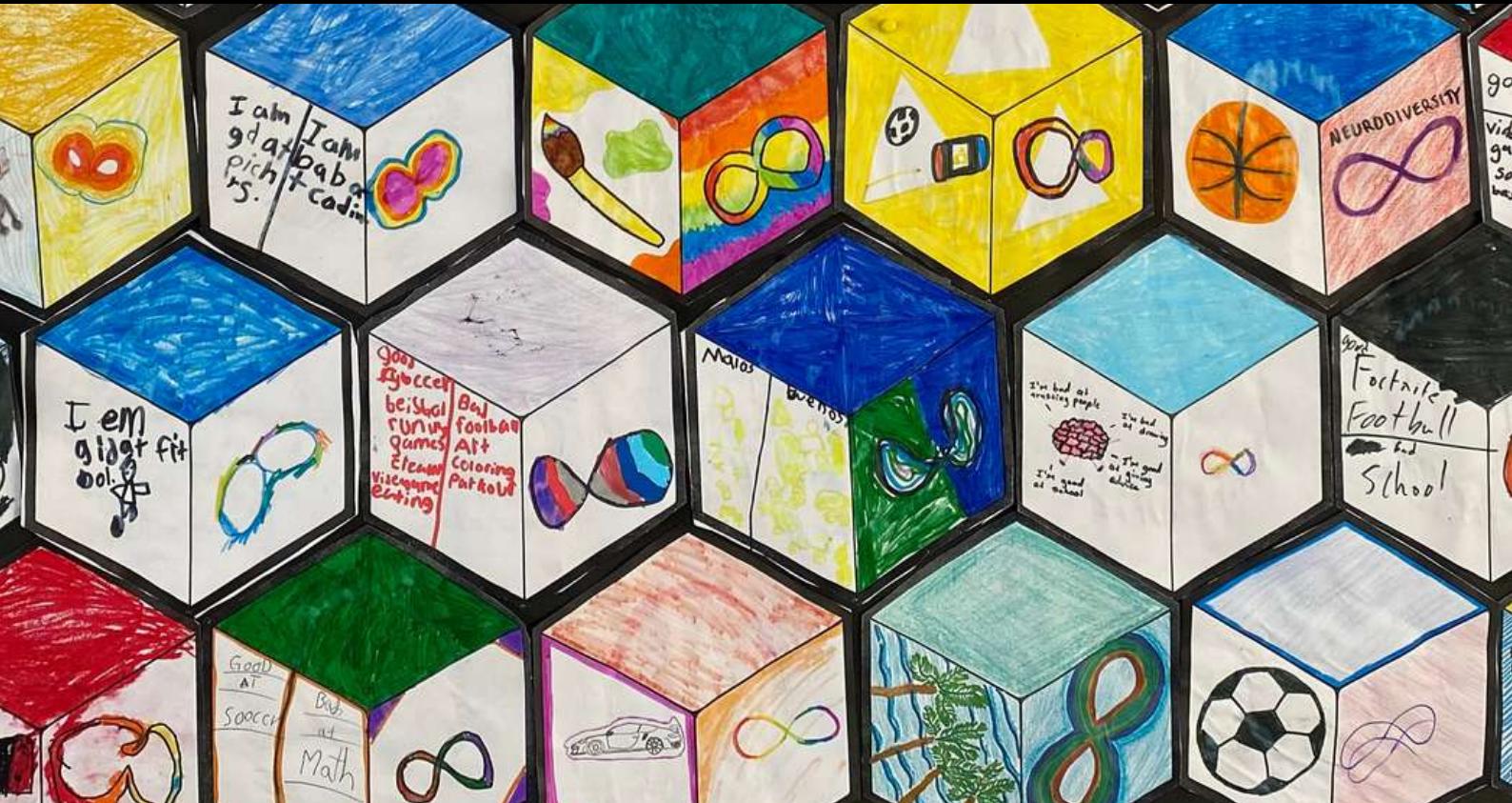


# CASCARRABIAS

## Neurodiversity Edition

March, 2024



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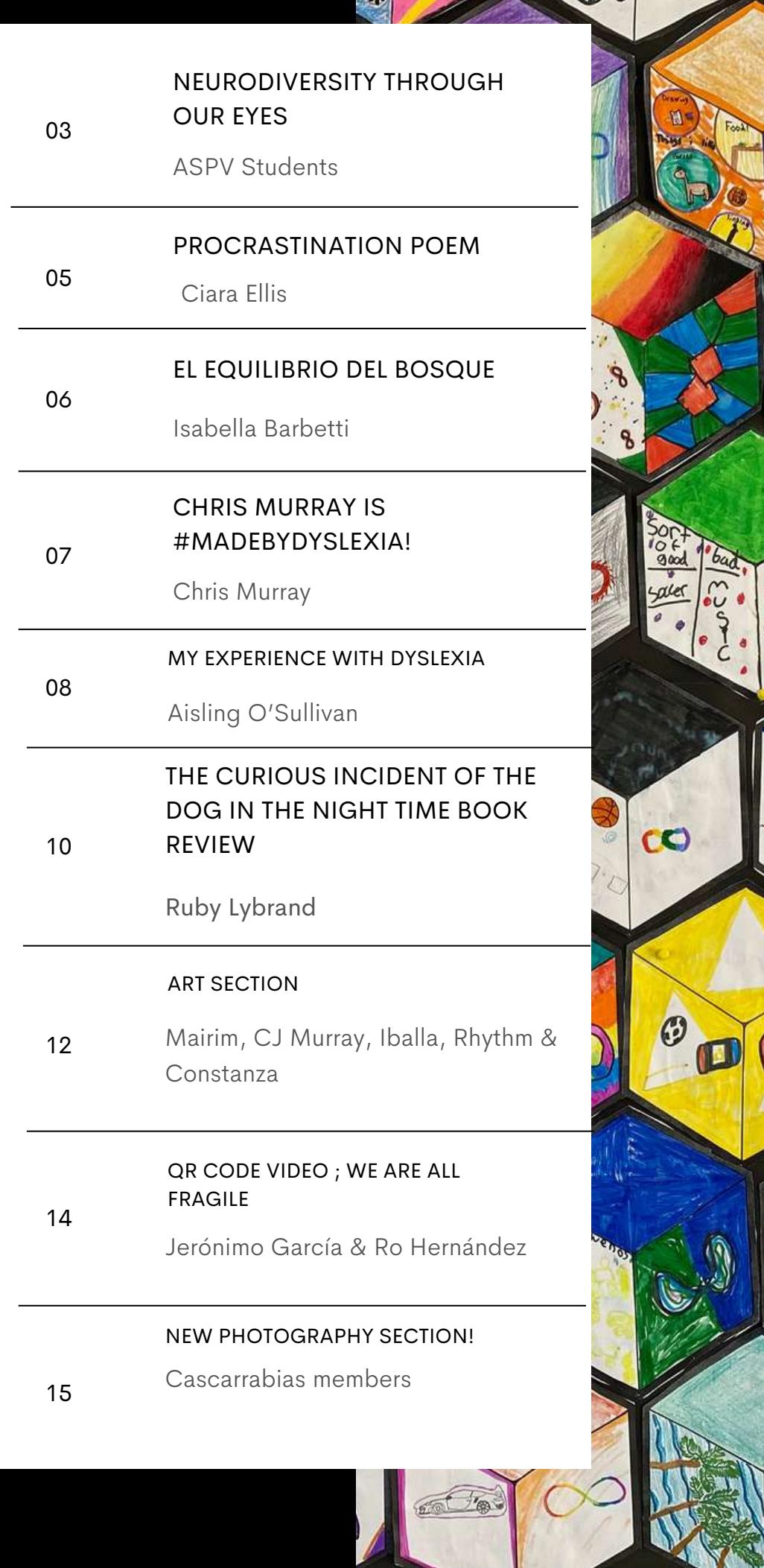
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# Participantes

Students from ASPV

Ciara Ellis

Isabella Barbetti

Chris Murray

Aisling O'Sullivan

Ruby Lybrand

Mairim Avalos

CJ Murray

Ibala Finer

Rhythm Luna

Constanza Negrete

Jeronimo García

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Sophia Almaráz



# NEURODIVERSITY THROUGH OUR EYES

BY:STUDENTS FROM ASPV

Neurodiversity is...

"The natural difference and diversity in human brains."

"It is when a person's brain functions differently. It isn't necessarily bad or lower in function."

"This term is commonly used when referring to people with autism but specifically meant the range of differences in individual brain function"

"Neurodiversity is when a person's brain works differently than what is considered "normal"."

"Neurodiversity is what explains and accepts the different types or kinds of minds that exist, that everyone's way of thinking is different and unique, there's no correct or wrong way."

"Having different ways of thinking than other people."

"When someone's brain is wired differently than others."

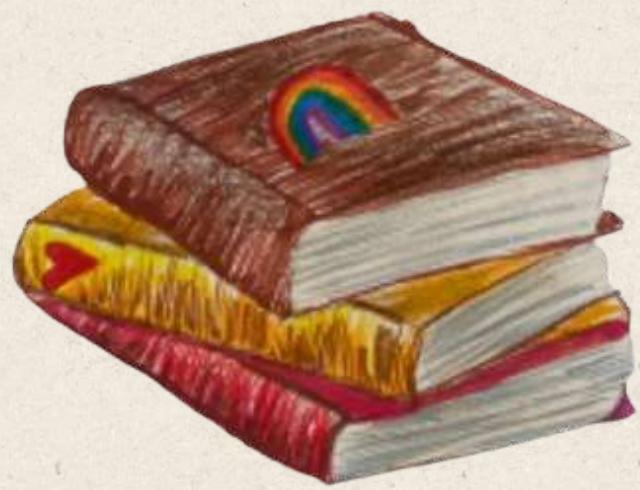
"It means that people's brains work in different ways. And it's about accepting and respecting these differences and like how some people might think, learn, or process things differently."

"The awareness that there are different types of minds that work in different ways."

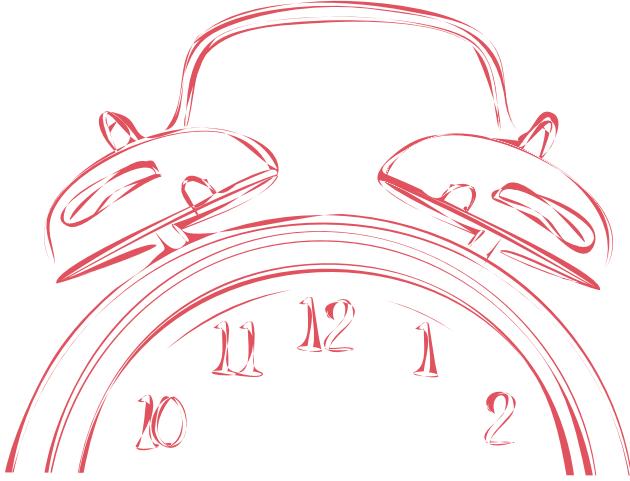
"Neurodiversity is an umbrella of different ways of thinking and learning."

"Neurodiversity is when your brain operates in a way that's not very common to see. This doesn't mean that you're better or worse than others, you simply operate differently."





# Neurodiversity through Literature



## Ciara Ellis- Procrastination, Poem.

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Wait.

Sometimes when it's late,  
I lie here awake,  
'cause now and then I wish tomorrow  
could wait.

I wait for tests or just steps I'm not  
quite ready to take,  
I wait for thoughts, or even just  
feelings to go away.

But never, not once would they ever  
obey,  
so I just lay there awake, hoping one  
day,

that the night I'm awake would make  
that night stay,  
'cause when I lie there awake, I'm never  
really okay.

# Isabella Barbetti - El equilibrio del bosque, Fábula.

En un bosque, vivían dos árboles muy diferentes: Robusto, un roble imponente; y Susurro, un sauce delicado. Aunque sus ramas no se tocaban, compartían secretos a través del viento que soplaba entre ellos.

Un día, una feroz tormenta azotó el bosque. Robusto se mantuvo firme, resistiendo los vientos furiosos, mientras que Susurro, con sus ramas flexibles, danzaba con la tormenta sin quebrarse. Al final de la tormenta, Robusto se encontraba atado y agrietado, mientras que Susurro permanecía flexible y sin daños aparentes.

Aunque Robusto admiraba la flexibilidad de Susurro, éste le recordó la importancia de la fuerza y la resistencia en momentos difíciles. Comprendieron que cada uno tenía sus propias fortalezas y debilidades, y que juntos formaban un equilibrio perfecto en el bosque.



# **Chris Murray is #MadebyDyslexia!**

MR. CHRISTOPHER MURRAY

From as early as I can remember in elementary school, I had difficulties with words, spelling, and sounds. That difficulty was diagnosed when I was in fourth grade (currently the majority of cases of dyslexia are not identified until at least third grade), but I truly did not begin to understand that it is dyslexia that I have until last year when my son was diagnosed with it. I learned that dyslexia is often genetic, that my father, a successful architect, who, to this day, never reads for fun, inherited it from his father who was never a fan of reading either. It was my struggles in school that actually led me to the field of education.

In the 8th grade I was lucky enough to have a history teacher, who in addition to not grading for spelling, lectured about the subject and scaffolded for the class how to organize notes. At the end of 8th grade, I had developed a pride that I was intelligent and had a passion for history. He broke down the classic stereotype that plagues most dyslexics that they are not smart and that school is not meant for them. I knew before entering high school that I was going to become a history teacher myself and do for others what my teacher had done for me.

I never fully understood my diagnosis of Dyslexia until my youngest son began to show signs in Kindergarten and shared that he hated reading. The more I learn about Dyslexia the better I understand who I am and realize that my Dyslexia is the reason I love my work and my life. Estimates from the Yale Center for Dyslexia and Creativity show that 20 percent of the population is dyslexic, representing 80-90 percent of all those with learning disabilities; and almost 50% of the USA prison inmates have dyslexia!



## **3 GENERATIONS OF DYSLEXIC THINKERS!**

Below are the basics of what dyslexia is from The Yale Center for Dyslexia and Creativity:

"Reading is complex. It requires our brains to connect letters to sounds, put those sounds in the right order, and pull the words together into sentences and paragraphs we can read and comprehend..."

People with dyslexia have trouble matching the letters they see on the page with the sounds those letters and combinations of letters make. And when they have trouble with that step, all the other steps are harder.

Dyslexic children and adults struggle to read fluently, spell words correctly and learn a second language, among other challenges. But these difficulties have no connection to their overall intelligence. In fact, dyslexia is an unexpected difficulty in reading in an individual who has the intelligence to be a much better reader. While people with dyslexia are slow readers, they often, paradoxically, are very fast and creative thinkers with strong reasoning abilities.

Dyslexia is also very common, affecting 20 percent of the population and representing 80– 90 percent of all those with learning disabilities.

Scientific research shows differences in brain connectivity between dyslexic and typical reading children, providing a neurological basis for why reading fluently is a struggle for those with dyslexia.

Dyslexia can't be "cured" – it is lifelong. But with the right support, dyslexic individuals can become highly successful students and adults.

"For those with dyslexia, knowing that they are dyslexic provides direction and a starting point for self-advocacy and accommodations. It helps them feel that they are not alone—that they are part of a community of dyslexics contending with similar struggles. They can look to other people with dyslexia who are succeeding and know that they can do the same. They develop greater self-awareness about the specific challenges they face and what they can do to succeed, rather than assuming they are stupid or lazy. And they can learn to identify and utilize their strengths in both school and, later, in the workplace, bringing their best assets to the job at hand, knowing what tasks to delegate and when to allow themselves a little extra time."

Made By Dyslexia <https://connect-the-spots.madebydyslexia.org>



## MY EXPERIENCE WITH DYSLEXIA

### AISLING O'SULLIVAN

One morning in elementary school, my peers and I were supposed to be reading a poem aloud. We sat in a circle and everyone had to read a sentence. Someone started, but as I was listening, I slowly realized that I had no idea where they were getting these words from. Looking at the page was a jumbled alphabet spaghetti for me. As everyone was reading along, I was observing the pictures and marveling at how they could represent such a complex story.

Now, it was my turn and I just said whatever I thought went next. The teacher looked at me and smiled. She believed that I was lost, so she repeated the sentence so I could continue. I repeated what she said. A professional faker at the tender age of five. The few seconds it took for her to move on to the next classmate felt like hours.

I couldn't understand it. How could my classmates make up this story? Why couldn't I understand? Was I stupid? Each time it happened I was at a loss for what to do. It was a daily exercise to gather around and read aloud as a group. When I knew this activity was coming, I'd dash to the bathroom until it was over. I was very disheartened and honestly ready to quit, when those prisoner's words came into my head. "I will not give up, and you shouldn't ever either." A powerful thought, but at six years old I needed more support.

My teacher saw the problem, and helped me discover my dyslexia. In time, I transformed that learning challenge into my superpower. If I miss one thing in class, I could be lost for the duration of the session, so I've become a better listener and always ask questions to clarify. Dyslexia enhances my organization skills and I've become the best note taker in my class. I learned early on that I needed to give my all to everything I did. Without it, I wouldn't be as capable of a student. It has completely sculpted me, not just academically but also socially and emotionally. I prefer to speak in person rather than texting, I am very aware of other's emotions and I am a present and engaged friend. Dyslexia has made me into the tenacious and focussed human I am, and I am grateful for it, despite the struggles.



**THIS IS WHY DYSLEXIA IS MY SUPERPOWER**



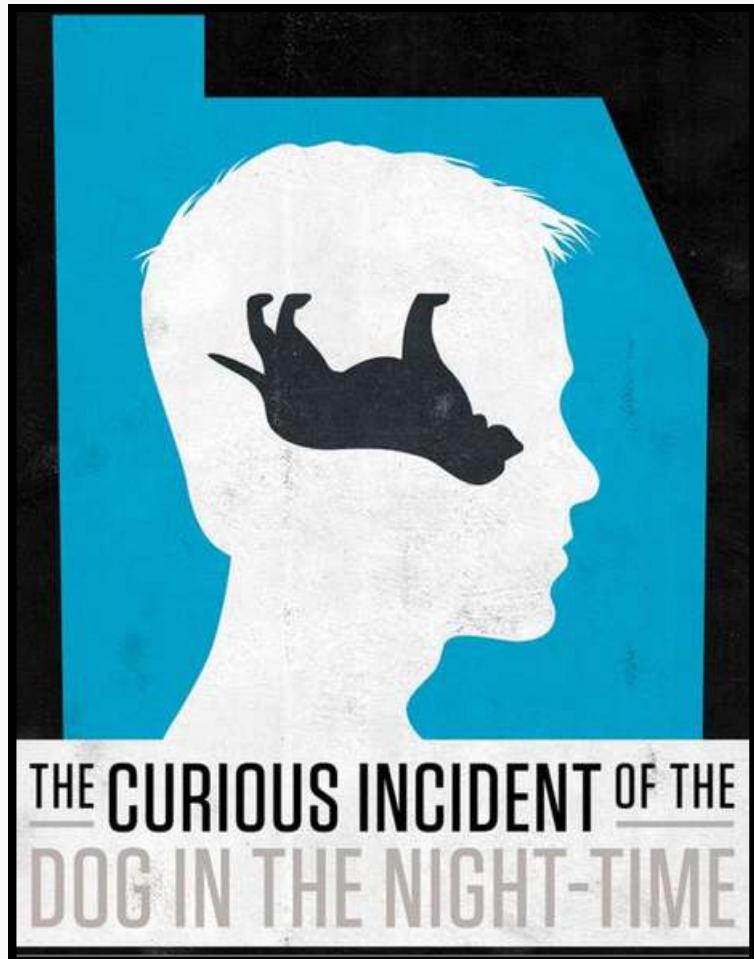
## Ruby Lybrand

-The Curious Incident of the Dog in the Night Time-  
Book Review



The Curious Incident of the Dog in the Night-Time by Mark Haddon follows Christopher Boone, a 15 year-old boy with Asperger's Syndrome. One night "7 minutes after midnight," he stumbles across his neighbor's dog, Wellington, impaled with a pitchfork. His love for dogs compels him into writing a book. He takes after his favorite fictional detective, Sherlock Holmes, and turns his book into a mystery novel of who killed Wellington. This book is written in first person from Christopher's point of view, showing how he navigates the world after finding out his mother wasn't who he thought she was and the struggles he goes through as a teenager with Asperger's. I love the way this book portrayed Christopher. I feel that autism and how much of a struggle it must be to live with is very commonly overlooked or portrayed as something it's not.

I think this book did an outstanding job with communicating how it is to live as a child with autism. When reading this book, I felt almost sad considering how hard this must be for someone so young to go through, especially when I have my own 6-year-old brother who struggles with autism. I see many similarities between my brother and Christopher: the struggle with non verbal communication and repetitive behavior are both things that my brother struggles with. Therefore, I have become especially appreciative and impressed of the book's accuracy to the real world.



I love the way this book dealt with serious issues. While I love the way this book represents children on the spectrum, I strongly appreciate how this book also incorporates real world issues such as family, honesty, trust, and braving the unknown. Christopher's perspective provides a different view on how family members cope with one another's unique needs and personal struggles. Through Christopher's parents, he learns about what family means. We even get to see what living with divorced parents and switching from house to house is like for him.

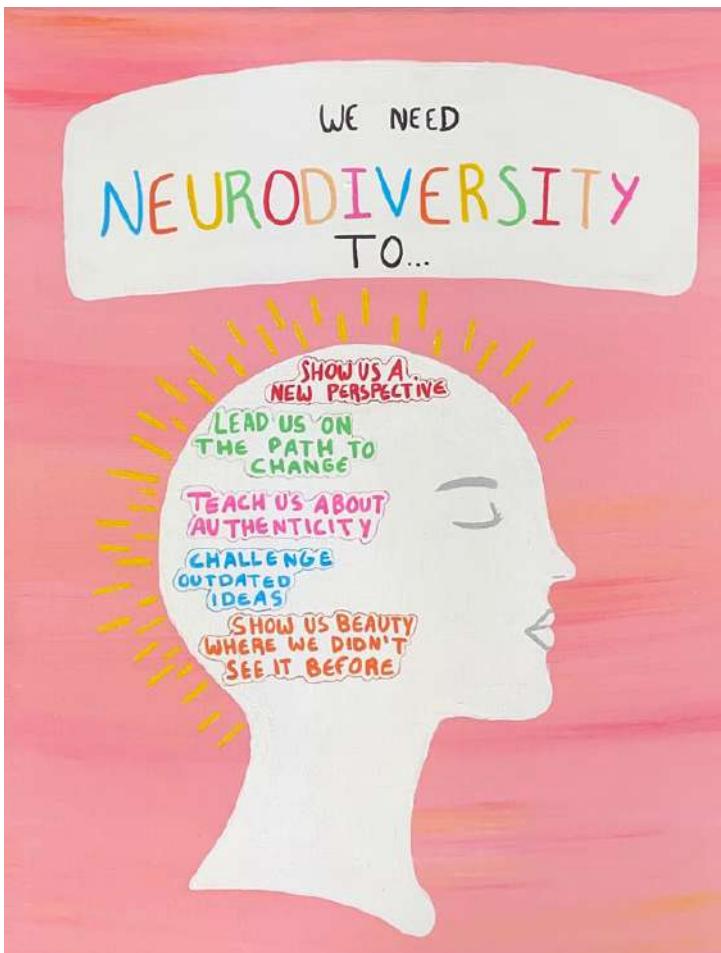
I think this book is a great addition to any school's curriculum. I believe it is very important that the struggle of being a child with autism is talked about more often since it is very commonly overlooked. I think this book is a great way to introduce this topic to young minds and start up a productive conversation. I think this book is a great tool for schools: it helps teach about autism and may give students insight on the people who may be suffering around them. In conclusion, The Curious Incident of the Dog in the Night-Time by Mark Haddon is a remarkable novel. I believe this book provides a unique view on an issue that is very commonly overlooked. This topic is often misunderstood or portrayed as something it's not. I think this book did an amazing job with its realisticness and being able to create empathy. This book is a great addition to any school's curriculum, being able to provide students with knowledge about this subject in a unique way where they are able to easily comprehend and appreciate this novel.



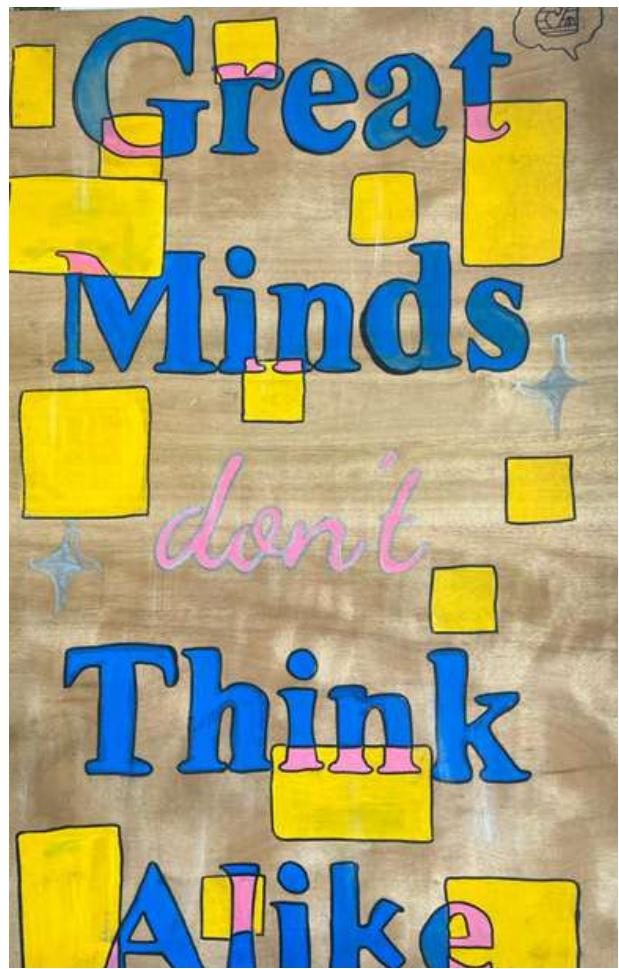


*Art*

**SECTION**



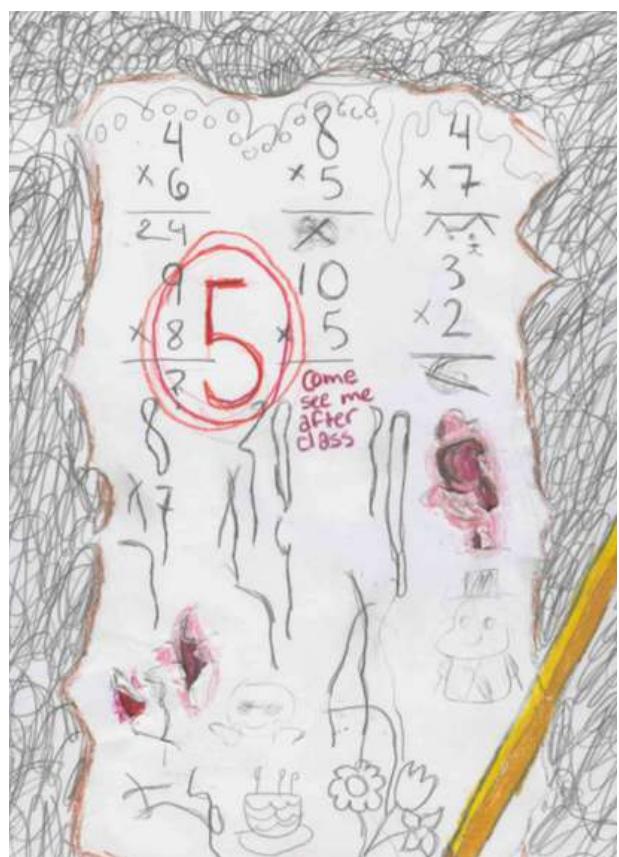
MAIRIM AVALOS - CANVAS PAINTING: "WE NEED NEURODIVERSITY...", CANVAS



CJ MURRAY E IBALLA FINER- "GREAT MINDS DON'T THINK ALIKE", PAINTING



CONSTANZA NEGRETE- PAINT OVER FABRIC:  
"WE'RE ALL DIFFERENT BUT IN SCHOOL WE SWIM  
TOGETHER"



"HOW DOES EVERYONE ELSE  
UNDERSTAND?" - BY RHYTHM LUNA



ALL SCHOOL STUDENTS- FULL NEURODIVERSITY MURAL INSPIRED  
BY THE ARTIST #THANKYOUX.COM AND COORDINATED BY AMY  
CIGAINERO, ART TEACHER. USED IN THE FRONT PAGE.

"WE ARE ALL FRAGILE"- SOCIAL EXPERIMENT

# QR code (video)

Jerónimo García, Ro Hernández & Student Support



# NEW SECTION

# PHOTOGRAPHY

AT CASCARRABIA'S, WE'RE EXCITED TO INTRODUCE A NEW PHOTOGRAPHY SECTION, WHERE EACH TIME WE'LL PRESENT A DIFFERENT QUESTION THAT MUST BE ANSWERED WITH JUST ONE PHOTO. IT'S A CHALLENGE TO SEE WHO CAN BEST EXPLAIN WITH A SINGLE PHOTOGRAPH: WHAT SCHOOL MEANS TO YOU.



**CHALLENGE YOURSELF!**

PLEASE INCLUDE:

- THE PHOTOGRAPHER'S NAME
- YOUR ACADEMIC YEAR
- DATE THE PHOTO WAS TAKEN
- ONE-LINE EXPLANATION.

IN A PICTURE...  
WHAT DOES THIS  
SCHOOL MEAN TO  
YOU



THANK YOU, AND WE LOOK FORWARD TO SEEING YOUR SUBMISSION!

EMAIL YOUR RESULTS AT: [SALMARAZ24@ASPV.EDU.MX](mailto:SALMARAZ24@ASPV.EDU.MX)