

## TRANSCRIPT FOR HABLEMOS EPISODE 5

### INTERVIEW WITH PROF. EDUARDO SOTELO

**Tony Hernandez Pumarejo:** Greetings! Hello! My name is Tony Hernandez Pumarejo and welcome to the new episode of Hablemos Autismo. The podcast when the autism community is in Spanish and today, I have the honor and privilege of interviewing a great friend and a great fighter for our community, autism, and neurodiversity. You are a teacher in physical education, you are a specialist in autism and neurodiversity, and I have here this great guest that you have from Argentina, and he is Argentine, my dear friend, Professor Eduardo Sotelo, the professor, the professor. Thank you for being here in my podcast. I appreciate you very much.

**Eduardo Sotelo:** Thank you Tony, equally delighted to be able to chat with you again and well, also let us know AA the community, not all the people who follow you and listen to you.

**Tony Hernandez Pumarejo:** Yes, yes, and that. I promise you we are going to be in a little longer than what we had on TV, I promise. Professor Profe. Edu I thank you very much 1 and 1 the first to have you here. Your work with our community, you are very active in social networks. And not only. You are not just social networks, but you are in the community. Especially helping our Baptist and less diverse loved ones. The question that I want to ask you is, what motivated you to enter this field of autism and neurodiversity, precisely as a professional or education professional.

**Eduardo Sotelo:** Yes, in principle the reality, that it was a coincidence, because the first job that I have after graduating as a physical education teacher is in a therapeutic educational center. We call you here in Argentina, we work with autistic people with high levels of support, with young adults. , so it was a fluke. And in that first interview, when they began to tell me what it was about, the work that was for young people to go to the club to do physical activity, to swim, also go out to do recreational activities in the open air and it was a shopping mall, the It's true that a whole world opened up to me AND I was very curious because I had that stereotype of the autistic person who was, let's say, looking at the wall and who wasn't interested in The World or he was in another world, not as they say, they tend to say less and less. Fortunately. So, that was like the entrance, not , later, as he went by. Time, uh, I ended up realizing that I started to join Aguilar with things that I liked, not everything that had to do with community social work, to also work with people who unfortunately have fewer opportunities than others, I realized at that time, it's been a while Some 18 years ago, that sometimes the only person that boy or girl had to be able to go to a square, to go to a park, to go to a mall, to go to a movie theater was me. Or we were the ones who worked with him, right? so all those kinds of situations, those kinds of interests that I already came and brought with me. Well, they joined in this case with the autistic community and with the families as well. I don't think I think it had to do with it today after looking back and after many years, I realized I was. I was uniting a little all those interests. I studied physical education for the because I think physical education. And it impacts above all in the school, in the community where one works and has a social responsibility. Tones, there is a and I ended up uniting all

my passions and my tastes and my interests in this work that is so beautiful that well, as I was saying, it has been going on for many years.

**Tony Hernandez Pumarejo:** Exactly, and your work has been spectacular, you know? You think that at 1 year you know physical education many times, honestly, I know. In other words, we must talk more about what physical education is, because it is very important not only to exercise or go to a basketball court or a football field. Physical education is beyond is like that, there are different mental, emotional aspects. We start in our communities, in people like artists, tell us, teacher, how important physical education is in the development and capacity of autistic people?

**Eduardo Sotelo:** Well, that is, there you said it was perfect, right? In other words, it is very assimilated to physical education, sport, or physical activity and. Not exercise? And physical education also provides other types of benefits that come from that, which we know are also important, not being able to access a sport also facilitates social life, being able to exercise that physics makes it easier for us to have a good physical well-being. Now, when one suddenly begins to investigate and begins to work on models of quality of life. In this case in autistic people. With some intellectual disability also because there are models of quality of life today that have been worked on a lot when one begins to. Realize and be able to understand the different dimensions of these quality models. Diet says that physical education ends up having an impact on the vast majority, not in the dimension that has to do with physical well-being, with emotional well-being, with well-being, let's also say with opportunities for inclusion and social participation.

The why? Because well, the physical activity of games and sports are done in a park, they are done in a club, they are done in social institutions, they are done in places where there are kids with other kids. YY. In this sense, when one also investigates from what good scientific evidence is there today regarding physical activity and autism? Well, we also found that there is a very important job that has to do with a meta-analysis. Hey, where you also start with the evidence that physical activity and physical education help to reduce stereotyped repetitive behaviors, as I said helps emotional regulation. It also helps to facilitate socialization skills, why good, as I said. Does physical activity or physical education become a sports institution or is it suddenly done in a park where there are also children and sometimes when those children see you playing with that autistic boy and they see you with the materials, they want to play with you, and do you say yes? And that boy with autism, maybe. He doesn't have a chance to play with other kids at school or elsewhere. Spaces and he does it in your context, where he knows there is support, where he knows that you understand what could happen to him and he realizes that he is playing with other kids. It also changes the

The emotional thing, not especially self-esteem, not working much with the boys, self-esteem. We know that physical activity regulates sleep, decreases behaviors. Challenging or disruptive, as it is commonly said, that is, the benefits, many times physical activity and physical education remain when one of the reliefs carefully says, well, I want all this. Benefits for my son not that he can socialize, that he breaks down repetitive, stereotyped behaviors, that he feels better emotionally, that he has better self-esteem that regulates his sleep, that improves his motor skills. Is it but hey, I always say that if physical education were a pill or a medicine it would be the most sold in the world, right? But since it is still an

activity and an activity that if we start to see autism in congresses, there are no physical education teachers. Speaking of this topic, there are doctors and health professionals.

Well, it's still relegated. I think less and less also because families have more access through the networks to find knowledge and information. And families are also the ones who face the barrier of not finding a physical activity where the children can participate or a playful activity, no, in principle, because we play first. Then do a sport, huh? But hey, look at all the impact it has on the lives of all human beings, in this case of autistic people. Physical education is huge, isn't it? And that is why it is important to continue raising awareness, to continue providing information, to continue training more physical education teachers throughout the world so that boys and girls with autism, in this case, have the chance to enjoy an activity as beautiful as this one.

**Tony Hernandez Pumarejo:** Exactly and it is, and it is health. Physical activity in health and you know well if there isn't. Health there is no life. And I'm telling you because it's my next question, talking a little about my story of I know I told you the other time we talked. I have had difficulties with physical education. Especially at school, because I felt like when I was growing up. Afterwards, it was difficult to. Adjust to playing sports with others because I don't know how they interact. Don't assume, for example, a team shaking basketball on a basketball court. Eh, I go sometimes I saw, I mean, I didn't want to hurt another person. Or I was worried that someone was going to hurt me or harass me, you know, she was caught, you know, they are situations, I faced the street and there was that negative connection. For my part, I believe that it can be done in accordance with many people with autism or against a condition in terms of physical education, that is, it is not because of those situations. Let it be in Against physical education, it is because of these situations that a negative aspect was created, a negative connection, which sometimes I did not want to take physical education, I tried to take other classes. Looking at it now I mean as an adult and you still think that he went through in my life, that is an area that I don't know whether to say that I have felt, but rather that. I could say that there was a better way, obviously, I personally would have handled it better because I remember that these are, these are the 90s. No, that is, at the beginning. In 2000 there was not as much or there was not so much talk about what autism is, acceptance, the University, as it is talked about today, there was much more ignorance. And I had wanted to have a coach. Or someone specialized. In what is autism, or special needs. That I leave. They helped this process or adapt me to physical education, because I think that helps me a lot, not only in school, but in my social aspect, in my health I go to different areas. One of the things, which if I had a time machine. I would again look for a way to pay, integrate more of physical education, they are not afraid to do well proactively because there are concepts, play volleyball, play another sport, that was something and that is part of the challenges that. Some of these lips, I know that other autistic people face like this, if yes if you have a parent who tells you that your child knows he has difficulties for physical education, what recommendations do you have to say?

**Eduardo Sotelo:** And there you touched on many very interesting topics, that is, what happened to you happened to many autistic people, it happens to many children, to many autistic young people, not this question in principle of saying well, of what is the sport going? I don't have the tools, I mean, or how I use my body. For you must understand that before playing sports, we first play, and sometimes boys from girls with autism have fewer opportunities to learn to play and especially to play with others. Boys

and girls, but because sometimes they don't quite understand in principle, what these chase games are, not this that I go, run to someone and touch and run away and go from being chased to chasing, right? And why am I saying this? Because if you don't understand the persecution, at first you know that games of persecution in those games moved later in time, it will be difficult for you to be able to support sports of 5 versus 5 like basketball, for example, not or soccer which has several players. But in that at its base it does not stop being to take an object from the other and take it to the determined place in a chase game. Only with the complexity that there is an object that I must master, that object as well, and the second, much bigger complexity, which is that I must interact with four more people to whom I have to figure out who to give a pass to, but I also have 5 other people who want to take that away from me. Ball and those learnings are given as we grow. In a development we are going to call it typical in obtaining opportunities to play with other children when children with autism sometimes do not understand what these games of persecution are about, they begin to isolate themselves, right?

Because also because when I see boys running, I mean, I realize that they are chasing games because I had previous experiences, but if I don't have those previous experiences and I don't quite understand, it could be that there are only boys running or that that boy instead of touching his back to run away. It's fun to push the other, so well and pushed and I realize that no, they're not really playing that. They are playing another Thing then, being able to give access to information to autistic boys who can and girls who can't and who can understand what the chase game is about will first give them opportunities to play with other boys and opportunities for socialization, but on the other hand, also to understand increasingly complex situations of social interaction to be able to sustain greater social norms in a sport and greater challenges in a sport in the future, for what you said no, because ultimately. There you did not fully understand what was going on, but neither was there a person who accompanied you in that process. Cities you have had a physical education teacher there by day. I want Tony to participate, I want him to see how I can do so that he also enjoys physical activity. Maybe there would have been at least a first little step. I have someone who is interested, that I participate, that I enjoy this activity, generally what ends up happening is that people, especially young people with autism, end up exempt from good physical education class. Since you are not interested in not going and in reality it is a whole process that you say negative experiences in this type of activity that end up limiting the possibility of enjoying an activity that also brings them very close to the social and that in the future in adulthood It will allow them to have free time leisure activities, an activity that helps their health, the boys and girls with autism

Autistic people have a much higher level of sedentary lifestyle than the rest of the population. They have a much higher stress level, which. Decreased physical activity helps regulate stress. So, how did you give the key and reflect very well what happens to many autistic people who, unfortunately due to negative experiences, end up giving up this type of activity or end up building the reality that I don't like this activity, but suddenly you realize that you like to dance or that you like to connect with your body through other types of physical activities. Other types of other activities. And connecting to our body also prevents us from connecting with our emotions and with what happens to us, and that is also essential to consider. So, in principle let's say, the first piece of advice would be to be able to generate positive experiences where the boy or the girl or the person has a good time, where they can connect with the body from another place. Because when I started working with many young people that happened to me, that is, I had to convince them. That they could have a good time doing physical activity that they could enjoy and perhaps in principle him. The hook, that is, the situation, the

motivation was for them to meet me to have a good time and have a good talk and then do physical activity until at one point the boy says, ah, but look at this I thought I didn't like. I came out, I come out.

What has happened to me with many young people who did not know, for example, how to jump rope, not this that we put the rope on and start jumping AND say no, but I don't know, I was going to see him, let's see if you don't know. And first what he did was say, well, you are going to put yourself in this place and when I tell you jump, you are going to jump, then I marked the time through my voice and when the boy already realized that Through my time I could jump, he says, well, now what you're going to do is I'm going to stop you and you're going to try to jump it on your part I controlled. Did the speed of the rope begin to generate positive experiences for you and after a little bit it stopped giving you support and they say, oh yes, but you knew how to jump, yes, what happens is that no one saw you taught to jump, right? And many times these things seem obvious. You have to teach them YY, that's how they also start to do Ah, but then I can do this, I can do that and yes, you just need someone to accompany you in this process and I'll give you the support you need at that moment to convince yourself that you can, and I think that this is super important.

**Tony Hernandez Pumarejo:** He and the most important new. This stage of physical education is crucial. For the development of autistic people and it helps and helps the quality of life a lot. Speaking of those of steps, professor steps, give me some specific steps. That I know that both the faculty or what are the teachers or the school or health professionals or therapist or parent. That? Why some steps that can be done or implemented so that support and tools can be provided to students? Artists in the in. Physical education that they can be successful.

**Eduardo Sotelo:** Yes, the first thing is to build the bond, not what we call emotional regulation, the complication with the other, sometimes there is this concern, many times from fathers and mothers to say, well, how do I make it happen? My son put down the cell phone, put down the tablet and well, you must understand that the most motivating toy must be us, not us, and when one manages to make that motivating toy, the boys leave their toy, leave the tablet. Because? Because they know that with you, they are going to have a good time, they are going to enjoy themselves. Are you going to offer yourself something that is within your means and so on? And to build that link I really like to talk about. First, to be able to build a context where you generate comfort, no, that is, if a person is not comfortable with you or in the context where they are participating, it is impossible for them to look you in the eye. It is impossible for them to pay attention to you and be able to generate comfort. It's fundamental. I sometimes tell it with anecdotes. A little while ago we were in a Taekwondo class, right? And there was an autistic boy in a boys' class and suddenly an autistic boy comes along. And we began to see that this boy did not want to participate at first, but he was comfortable in the place, especially because he did not participate, but the teachers, every time they carry out an activity, went and wanted him to participate, they went and made a joke, they went and.

They showed him something, uh, and he started. To pass a class The second class. Suddenly the teachers continued with that same attitude, right? The boy was comfortable in the place, but he did not dare to participate. Until at one point the teachers propose to do a kicking activity and the boy suddenly approaches and the teachers summon him, and he does the kicking activity, right? And then in this line he is super happy. And also, what happened there? Well, not only that there was a context that was comfortable, but also that the child was able to show his skills in that there were things that he could do

well. And that he could show them and that he could be proud to show them to his classmates as well. That day passed and the second day, the third day, when it was the same, the same class participated in all the activities where the boys kicked. And then AA started getting more and more involved. Because? Because when you start to show your competence, you can show what you do well and be comfortable. Well, he's also starting to feel. Surely, he's not starting to feel calm. He also begins to give up control because many times also the problem with adults and teachers, well, that is, he wants to control everything. Well, but he wants to control everything for a reason, he wants to control everything because he doesn't quite feel safe with it. You and when that boy or that autistic person gives you the cont.? A voice, I swear it gives you control of your life. We have done exceptional things with autistic people. We have traveled by plane, we have not been in the championship, in camps, that is, we have done everything, we have gone AAA to play hanging bridges with boys who supposedly had vertigo. Or trampolines because well, because when the boy really feels safe, comfortable, competent, he knows that you are going to take care of him, he gives you control of his life, but it is not given to just anyone, right? And when that guy gives you control of his life, well, he ends up telling you why? Because he is going to trust you that he is going to communicate his. Needs and are you going to be there to listen to him, to respect his time and that bond building is essential because after all the support that we think of later, if the boy does not pay attention to you, he is not there in the place and is not willing to obey you, but obey you because there is already a security bond with you, eh?

Well, uh, it's impossible to provide other types of support, right? Then, a second key has to do with how we do so that children can access, or people can access information. What is happening in that context? And I always tell him this with the example of the classroom and the patio. Because? Because in the classroom you enter. You have a seat where you can sit, you have a table where you can put your supplies, you have a blackboard where you can look ahead, where the teacher will put all the information. For you when you go out to the patio or go out to a park, it is not in any misinformation. Don't you know everything? What are you going to do, how are you going to do it, when will that activity end? What comes next? So? Giving access to information is essential and for us who are physical education teachers, sometimes it is access to information, it is through the objects of the materials. When we are going to play a game of chasing with which we put a cap or a cape on the one who perceives the one who is chasing, well, we are already going to be identifying who is the one who is chasing and that boy with autism is going to know what he must do. So, being able to access information through visual aids are fundamental and visual aids, we all have, not as I was saying, they can be the objects to a ball, can you identify that a Basque ball that we are going to throw AA at the basketball hoop? A rope can be identified that we are going to jump, that is why most boys with autism do swimming. No, because let's say all the physical education teachers are specialists in autism, but because first it is an individual activity, not that it is much easier for the level of interaction, to do an individual activity than a group one later, On the other hand, because I in the swimming pool, in the pool I have a lifeline that is very clear, I have a pool where I go swimming and a lifeline that belongs to me. On the other hand, I have many objects, that is, I have the board to kick, I have the bulb and I have the float, I have the insurances, sometimes the little Eva rubber animals to play with, sometimes I have balls from a baseball player, or I mean, there is a lot of information through objects that give me peace of mind.

What is expected of me? And then sometimes we have a lifeguard or someone who is looking after the pool who has a whistle that. He blows his whistle when the hour ends, I mean, there is a lot of

information that the boy leaves him calm knowing what was going to happen there, sometimes in the yard or in an activity such as a sporting activity. That type of information is not there and that is where the boy or girl does not fully understand what is happening and nobody does or supports something that they do not know what it is about, it is more, I mean, if I do not understand something, I enter a place and I don't understand what is happening, I leave, that is, and exactly the same thing happens to people with autism when they don't understand, they don't understand, they don't participate, no, they don't want to be there. Well, they get bored because over time, when you're bored it gets longer then. That being able to access contextual information is essential and then, on the other hand, another key that you might think has to do with respect, especially for that person. Meanwhile, at its sensory profile we know that. Autistic people, like all human beings, have different ways of processing sensory information, but many times boys and girls with autism or with some developmental challenge present patterns that are like extremes. Well, no, or some are hypersensitive. Felt today by sensitive also not of that person or that boy who takes everything in front of him or who suddenly wants to touch someone and instead of touching him he pushes them, because no, he did not realize that he was exerting more force. Well, he's a person who might be impossible, huh? On a tactile level, not in the different senses, the patterns that girls boys and autistic people generally display are all extremes.

And why do I say respect? Because? Well, once you know, definitively, more or less what your social processing is, can you respect the times? He can't respect me when I'm going to meet a boy or an autistic girl and suddenly I wait for him to greet me, if you shake my hand if he brings me closer to his face he kissed him because I know I have a beard, I have hair on in the face and that can upset the lottery, not the same to wait for him to come to greet you and I greet him as the person wants. He found going to say hello and force him to say hello in a way that he may not like. Are these little things also building that security bond, because the person says, Oh, look, that is, they are respecting, eh? That maybe this could bother me and being able to know that also gives us the possibility of, For example, the production system. I have very possible in my productive system, which is the one that gives me information about my muscles and my internal organs, not to be able to feel them if I am possible, I probably know. Do not perceive that I want to go to the bathroom when my bladder is about to explode, that is, when I need to evacuate. So, if I have a person who is sensitive and needs to go to the bathroom when I have done myself, it is because they already must go evacuate and I have that information. Well, I'm going to pay close attention now if I don't have that information or underestimate it, I'll probably tell him, he doesn't expect to finish the activity and the boy runs away, because if not, none of us, like none of us, is going to want to expose himself. to make yourself up or have to do outdoors because you need to evacuate at this time. So being able to have information from that sensory processing is also essential to be able to respect them. Person to be able to understand it and to also know how it perceives The World and to know if at some point it is perhaps very saturated. Now, for example, we are in what we in Argentina call winter vacation camps, they would not be like summer or winter camps. I don't know if they will have winter in the United States, where the boys are on vacation, so we had a boy who realized that when he entered the pool with all the boys in a closed pool, the sensory level of such high.

That he did not tolerate much time later in the pool. So, we started to think that he. I had the possibility of entering 2 minutes or 3 minutes before the whole group to be able to save all that sensory stress, E And thus be able to enjoy the pool more, not that all the boys and girls are waiting for the moment of the pool of swimming and said and done, that is, AAA started entering two or 3 minutes before. And you can enjoy the whole hour of this activity, so why? Because we knew if we understood

that this burden of hearing sensitivity made it impossible for them to enjoy an activity, so what we did was give support to that boy or girl, so these 3 questions are fundamental? No, no, implications, regulation in terms of emotion. Regulation, meanwhile, to the cognitive as I access the information to know what is going to happen there. And on the other hand, not in sensory motor regulation, that is, from my senses. How can I make that person spend more energy being able to pay attention and participate than being attentive to resolving their situation because they are uncomfortable in some way, in the context where they are participating? That seems to me like I'm a super important puri.

**Tony Hernandez Pumarejo:** No, and you said everything perfectly. Different aspects that must be taken into consideration in crane is environment, giving them support so that people with autism can be successful, not only what was physical, but in different areas of our society. I want to ask you this, well, teachers. We even talk about adaptation, that is, women, our conversation, that is a conversation, but in the Community about how we can help to adapt people with the same to our activities. But this thing that I want to do to you is Do you think it should be for people with autism to adapt? Activities of Neurotypical People Honestly, neurotypical people must adapt. To more. I don't know if you like to understand it. What do they tell you? Yes. That is because many times it is said that you must talk to people with autism. Adapt, adapt. But neurotypical people, normal people, I don't think there aren't any. Nothing slower. They must adapt to the world of us, of autism and of the diverse. Or do you think there can be a middle ground between the two sides? That you believe? Or if you are capable of what is family? Because we are talking about acceptance, which raises a question that what is going to do, do you think that in a realistic scenario there is, for example, 100% acceptance of autistic people than your perspective?

**Eduardo Sotelo:** What you are suggesting is interesting. I think there must be a middle point, that is, in what sense? It seems to me that we must make the world kinder. All this that I was talking about before is useful for any boy or girl or anyone who does not have this possibility of having all of us in our lives people who have not marked. For good from the emotional and that have been fundamental pillars of our lives and continue to be. We all need to be able to understand what they are proposing to us, because if not, no, we will not be able to do what they ask of us, it will frustrate us and we all need to be respected as well and have a kind context for our senses.

No, because otherwise we can't pay attention. What does have to be clarified is that many times what happens with autistic people with children, young people or adults is that if these supports are not there, the person suffers no YY, it is no less a situation that a person suffers, and we can avoid that pain by building much kinder, much safer contexts. But I'm going to stop you thinking, no. Is this halfway point in Argentina now very fashionable, the shows, the cinemas, not relaxed, that is, the lights are regulated, eh? The different aspects, the amount of volume of the cinema and others. And I thought and spoke with one of the companies with which I am collaborating, and I told them, I have been taking autistic people to the movies for 18 years without any kind of. Station, it is true that one did and does a coherent job of going from the simplest to the most complex so that that person can have the support they need in that context and thus enjoy the pool, sorry for the movies and I have many, many now that they are adults who became movie fans who had a phobia of movies, they were afraid of it, right? So, I



say, well, it's good. This first part of the relaxed cinema, but we cannot stop working the other day, a boy with probably. Some Headphones. Pillars are small and are very important, but those headphones to limit the sound that enters. Well, you must work with that autistic person so that they stop. Having to have the headphones or the sound cover all the time YY it happened to us now with a young man in the neighborhood that you also saw him and outdoors he was with the headphones and suddenly the pool took them off, but the pool had more noise. Outside the swimming pool, so clearly today that has gone from being support to doing something that I think is good for me, but in reality I just need support and it becomes a barrier when it is excessive Y And that seems to me to be there as the professional responsibility of all of us who are dedicated to working with people with autism, to be able to identify and carry out this process so that the person needs as little support as possible to be as autonomous as possible so that they can self-determine and to that can be self-assessed by itself and not depend on anyone or anything. Obviously, later we are talking about a huge heterogeneity and a huge spectrum where there are people who have many needs and people who do not have so many and with a few adjustments can live a full life.

I think that we must work a lot with society to build a much more, much kinder society, but not only stay with that, but there is also something that we have to offer autistic people who are support. So, what are the possibilities of having more and more tools if it's not like, well, nothing, he perceives The World. That's fine, isn't it? Well, it's not good because it hurts him, that is, and let's say El Mundo, when one is an adult, he must go out into adult life with whatever reality there is, since it gives him the tools he needs to function in that adult life. We can't just stay in that utopia of the world; it's going to change and it's going to be kinder because. Because it is not like that, because sometimes it is difficult to be able to think of such a universal context. Yes, it seems to me extremely important to be able to expand the limits of the possible. Now we in the colony talk a lot about the colony, because well we are at the moment, not us and we had for the first time a family that has a visual disability and their son has autism, their son is coming to our activity and so well, we had to begin to think that we not only had to send the group of families.

Videos and photos, but I had to send the videos, photos and an audio or a text so that this family can also access the information. And we thought it was great because we continue to learn, we continue to push the boundaries, we continue to understand that there are different people who need to access information in different ways and there is no one way to access it, nor do I think it is the most important thing not to be able to go to there, to expand all the time the limits of the possible in the different activities or social institutions in which one has the decision-making power to think about those norms, and that is what matters. I mean, but don't wait for everything to change? Or to say well, we respect and will respect, but we also have support so that that person really has the skills they need to have, because skills and skills are learned, right? And for them to learn, you must work and that's how it is, it's part of our task as professionals, above all.

**Tony Hernandez Pumarejo:** Correct and I liked the points that you are establishing, how important acceptance remains, I respect, but there are many who speak, so there is also support so that they can leave, because regretting life is not easy. It was a hard life. This responsibility comfort, better prepare autistic people in front of that world and is important. Therefore, in the support. And, well, soon I loved you. Do this then. I know what you know about what we talk about at many stations headquarters in the

community. I tell you I ask you what else do you do, what, what is needed? That you believe? What does it take to get to another level? That this in autism. and neurodiversity.

**Eduardo Sotelo:** In principle. Being aware of what we are talking about when we talk about neurodiversity, sometimes people talk about neurodiversity as something like autism or to different neurodevelopmental conditions or to people who perceive the world differently and in reality, the paradigm of neurodiversity tells us It suggests that we all perceive the world differently, right? And when we talk about neurodivergence, does the paradigm invite us AA not to label, let's say why? Because you can perceive The World in a different way than mine and I must understand that in that, in that fan, in that rainbow of colors and possibilities, well, we all perceive The World itself. I am quite hypersensitive to noise, cities are very difficult for me, I say, no, that does not make me suffer, not that it is the difference with an autistic person that it hurts and hurts him. Suffer because it's at a much wider end than mine in the range of. That good rainbow, I am more on the side of the hypersensitive person, but not so extreme, but it invites us to be able to think about the world in a different way, that it is natural to be diverse. And sometimes neurodiversity equals autism is taken as a synonym and it seems to me that it is a mistake because the concept of the paradigm is not fully understood. I say to think about the neurotypical and the neurodivergent is to enter the normal and abnormal binomial is to continue reinforcing that idea that there are some who are on this side and others who are on this other side. And, then, when it comes to the political construction of how to raise awareness and how to inform, well, we end up reproducing models that we want to eradicate. Eh YY, that's because there is still no awareness and there is no end of being able to inform well or have knowledge of what we are talking about when we talk about something. In that I am like very enough, as obsessive to be able to understand and understand, because well, when we talk about religious diversity, when we talk about cultural diversity, when we talk about diversity.

Or functional diversity, well, we also talk about neurodiversity, it enters neurodiversity in this logic of the diva. And it also seems to me that another very important point and that happens a lot in the Community of people with disabilities is this question of understanding what things generally unite us. The associations, the Community of adults and autistic adults. Do families all end up fighting with each other and why? Because it's like not fully understanding that they all fight for the same thing and that beyond having different. Hey, we must hold on to common ground to make ourselves stronger, I mean, why? Because to the extent that one has a greater voice, greater relevance, well, there is a greater possibility of change, right? And that construction, still social and political, of being able to understand each one of us, because there are different needs, I mean the adult autistic person who can communicate what happens to them, what happens to them is probably a very different reality from the autistic person. Non-speaker with a severe intellectual disability with a level of support. Very loud with problems. What about mental health sometimes too, so huh? And there is also that family that understands that reality and sometimes they say, well, they are romanticizing autism for me. Well, I think every message you have is important. It is important to be able to romanticize autism at times, to show the harsh reality that is lived, but united, not building a much stronger group and for that we need to continue informing and raising awareness. That's good, sometimes one also comes across not with families that. Good inclusion for your autistic son, but suddenly they discriminate against another type of group, don't be a poor person. So, and the logic of violence against others is the same, then more information is needed, more knowledge is needed. It is necessary that what you do, not being able to

have communication channels and build a community and that in that community it can be informed and that it grows, which is a bit crazy, as I think about it in my social networks. In other words, I don't think of it as Sotelo's and I don't think of it as a large community where we share where families or autistic people write, comment on their experiences and we enrich each other, always with respect, not that it's fundamental.

**Tony Hernandez Pumarejo:** Directing to see if those points are clearly everything, it will depend on everyone. At what time everyone with wisdom, gestures, skills. And thanks to the support because we are all different. We are different and it is the most important thing in my account, in this in this mission that we have and beyond those differences that we have. That goes still to a common front. In this case me. I see it as quality of life, because. That is the most important. How can we get your perspective? How teacher? To a common front. I see this case as quality of life. Because that is the most important thing. And the parents all work together to start this joint mission, strengthening and supporting them so that autistic people or that of the leaders can be successful and that they can contribute and that they can live their life purpose. , which is beautiful, is how I see it. Am I really? You know your perspective, your experience. Professor has been unique. This is how it has been of great help, for example, I notice you, I thank you very much for what to do with this community that you are building. Hey, before finishing this interview, what message do you have for parents and society on how to help autistic people to comply.

**Eduardo Sotelo:** For me it is fundamental to think about it in terms of opportunities, no, that is, we must build opportunities so that autistic people cannot show everything they can do. Unfortunately, due to different situations, many times they end up showing what they cannot do or what they are unable to do, and the truth is that I am surprised every day, let's say, I have boys and girls who are cartoonists by my side. That they are that make spectacular caricatures. Well, just yesterday I was talking with a family from Venezuela that I met through the pandemic. We started putting together social skills groups virtually. I told them that I was going to go to Venezuela in October, and we are going to meet, and I am going to meet Santi he told me that today Santi is already, let's say in high school, in middle school and he was studying for eh. To make the voices of the cartoons. I found it fabulous, right? So, is that building opportunities? It's up to us, the adults, to give those opportunities, that is, we are the ones we are today.

Making decisions and we can't help but given to us in the summer camp we generally have autistic adults who take their first steps at the job level, so because we give them, we know the support they need to be able to train and then look for work elsewhere. It seems that they need opportunities, especially to show that a lot of things can be done. Even person with higher support child. Everyone can do something, and everyone can contribute something. The issue is being able to find and facilitate that opportunity and what can they do? Because they are unconvinced of that because I fully understand that unfortunately we all do not have the same opportunities in this society and we have to tend to that, to build opportunities and the opportunities depend on us, it depends on the care of the caregiver, it depends on the professional, it depends It depends on the person who is in the supermarket, it depends on security, on the shopping, it depends on why, let's say, having a disability perspective and having a perfect one. In other words, and information about autism or well, it will also prevent, for example, a

security person from being a police officer. I have a better deal or contemplate a better reality and do not end up violating that person without knowing what is happening around him or end up underestimating the person. I think that those are superior. Especially since he also ended up showing me the networks No. 1 is used to living in the city he lives in, which in this case is Argentina. In Argentina there is a whole important Social Security system, so many of the therapies or professionals are paid by the state, by a system that is organized by the state and in other parts of the world that does not happen and in many places in Latin America there are families that do not even have professionals working.

Your children, so the little that one provides in the networks, for that is a lot and those who end up building those opportunities for their children are the caregivers. So, that's why it seems fundamental to me and well, nothing Toni, the truth is that thanking you for this day is always, it's very nice to be able to share. Especially in this case with someone who lives it in the first person, not YY, it is essential to be able to listen to them and that you also take this type of space. The voice to be able to communicate seems essential.

**Tony Hernandez Pumarejo:** I am very grateful on behalf of this community and myself for what you have done and whatever you are doing with our community is that your work is valuable and has had great impact on the lives of thousands and thousands of people and families around the world. Whole and we are very grateful, price that we are to you in our community. And speaking of social networks, this teacher Edu, how can you? How if there are families that are interested in your problem of your service, how can you get in the social networks?

**Eduardo Sotelo:** Yes, Edu underscore, Sotelo, both on Instagram, on Facebook, on YouTube, on any social media. Well, on YouTube directly at the autism hotel and my channel appears, but in all of them at Edu script under Sotelo and they find me well, we continue to build community, not among all that the most important thing.

**Tony Hernandez Pumarejo:** Perfect and I'm going to put this link to your social networks in our description once the vice of appearances is published, people have their information. Well, this teacher Edu is my friend, thank you for returning your time to come to my podcast. In your perspective, your experience will be of great help and blessing to many families who are watching this podcast and I believe, and I know that it is not. It's going to be the last time you're going to come here. Always welcome to participate in my podcast because I know there are many things we must talk about. About this mission that both you and I have about this autism community, that a meal, which takes us, our daily life and our life purpose, so a hug I send you a hug from here in the United States and thank you for having participated in this episode of my let's talk about Autism.

**Eduardo Sotelo:** See you soon Tony, thank you very, very much!