

# NEUROKVIR - RAZMATRANJA ZA LOGOPEDSKU STRUKU

## NEUROQUEER: CONSIDERATIONS FOR SPEECH AND LANGUAGE PATHOLOGISTS

<sup>1</sup>TIN DUKANOVIĆ\*

<sup>1</sup> University of Zagreb, Faculty of Education and Rehabilitation Sciences, Graduate Program of Speech and Language Pathology, Borongajska cesta 83f, 10000, Zagreb, Croatia

contact: tin.dukanovic@gmail.com

Received: 02.05.2025.

Accepted: 20.04.2026.



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

REVIEW ARTICLE

UDK: 305:[81'23:376]

<https://doi.org/10.31299/hrri.62.1.10>

**Sažetak:** Sve više istraživanja ukazuje na to da transrodne, interspolne i rodno raznolike (TIRR) osobe češće pokazuju obilježja autizma nego cisrodne osobe, kao i da su autistične osobe češće neheteroseksualne nego neurotipične osobe. Iz ove sve prepoznatije koincidencije nastaje neurokvir kao specifičan identitet kvir neurodivergentnih osoba. Specifičnost je ovog neksusa što se sastoji od dvaju jednako značajnih podidentiteta s vlastitim komunikacijskim, psihološkim i kulturološkim karakteristikama, a koji se pak nalaze u još složenijem međuodnosu. Novija literatura ukazuje na blagi porast u identifikaciji neurokvir osoba, zbog čega se ovoj koincidenciji posvećuje sve više pažnje i u zdravstvu i pomagačkim strukama. Porast u ovoj identifikaciji nosi posebne implikacije i za logopediju. Dok je kod neurodivergentnih i kvir osoba u planiranju terapije potrebno razmotriti najčešće samo jedan identitet, kod neurokvir osoba potrebno je razmotriti najmanje dva - svaki s vlastitim specifičnim čimbenicima koji utječu na logopedsku terapiju. Korpus je istraživanja na ovu temu skroman, kako na globalnoj razini, tako i u hrvatskom kontekstu, a posebno nedostaje empirijskih istraživanja. Ovim preglednim radom daje se osvrt na dosadašnju literaturu iz područja neuroraznolikosti, kvir i neurokvir teorije, s naglaskom na teorije i spoznaje relevantne za multidisciplinarno područje logopedije. Na temelju pregleda literature razmotrene su neke kliničke implikacije za logopedski rad s neurokvir osobama te dane preporuke za daljnja istraživanja.

**Gljučne riječi:** neurokvir, neuroraznolikost, LGBTQ, kvir, logopedija

**Abstract:** A growing body of research indicates that transgender, intersex, and gender-diverse (TIGD) individuals are more likely to exhibit signs of autism than their cisgender counterparts, and that autistic individuals are more likely to identify as non-heterosexual than neurotypical individuals. Based on this increasingly recognised overlap, 'neuroqueer' has emerged as a distinct identity among queer neurodivergent individuals. The specificity of this nexus lies in its composition of two equally significant sub-identities, each with its unique communicative, psychological, and cultural characteristics that interact in a particularly complex manner. Recent literature indicates a slight increase in identification as neuroqueer, which is why this subject is receiving further attention in both healthcare and allied health professions. This increase in identification as neuroqueer also carries special implications for speech and language therapy. While therapy planning for neurodivergent or queer individuals typically involves considering a single identity, therapy for neuroqueer individuals involves considering at least two identities, each presenting distinct factors that influence the therapeutic process. The body of research on this topic is limited, both globally and within the Croatian context, with a particular lack of empirical studies. This review paper provides an overview of the existing literature in the fields of neurodiversity, as well as queer and neuroqueer theory, with an emphasis on theories and insights relevant to the multidisciplinary field of speech and language pathology. Based on the literature review, certain clinical implications for speech and language pathology practice with neuroqueer individuals are considered, and recommendations for future research are provided.

**Keywords:** neuroqueer, neurodiversity, LGBTQ, queer, speech and language pathology

## UVOD

Neuroraznolikost je pojam koji se sve češće rabi u medicini i pomagačkim strukama, a ugrubo označava prirodnu raznolikost u ljudskom neurokognitivnom funkcioniranju (Walker, 2022). Istovremeno postaje sve prepoznatija tema i u logopediji. Jedan od pokazatelja značaja ove teme činjenica je da se unutar logopedске struke, a posebno u američkoj logopediji, sve češće raspravlja o logopedskoj praksi afirmiranja neuroraznolikosti u radu s neurodivergentnim<sup>1</sup> osobama (eng. *neurodiversity-affirming practice*). Praksa afirmiranja neuroraznolikosti odnosi se na inkluzivan pristup u pružanju podrške neurodivergentnim osobama s ciljem razvitka neurodivergentnog identiteta, perspektive, autonomije i samozagovaračkih vještina (Gaddy i Crow, 2023). Drugim riječima, suština je ovog pristupa ideja da bi logopedi\_nje u terapijskom radu s neurodivergentnim osobama također trebali\_e pružati podršku koja afirmira njihov identitet i pružiti im alate za izgradnju osobne autonomije i razvitak vještina samozagovaranja. Temeljna je vrijednost ovog pristupa odbacivanje medicinskog modela i ideje da su autizam i povezana stanja nešto što se mora izliječiti.

Istovremeno se u logopediji razvija svijest o specifičnostima rada s kvir osobama. Prije svega, ovo se odnosi na već značajan korpus radova na temu rodno afirmirajuće terapije glasa i komunikacije transrodnih osoba, no sve je više i radova koji se bave specifičnostima pružanja usluga cisrodnim kvir osobama (npr. Taylor i sur., 2018). Ipak, u Hrvatskoj su radovi o kvir temama u logopediji većinom ograničeni na područje glasa transrodnih osoba (npr. Marijan i Bonetti, 2021).

Na raskrsnici neuroraznolikosti i kvir identiteta nalazi se poseban intersekcionalan identitet s vlastitim obilježjima i specifičnostima, a naziva se neurokvir (Walker, 2022). Neurokvir su osobe one koje istovremeno pripadaju spektru neuroraznolikosti i barem jednom od kvir identiteta,

<sup>1</sup> Neuroraznolikost označava pojavu prirodne ljudske neurokognitivne raznolikosti i postojanje neurotipova koji se razlikuju od društvenih normi i očekivanja, a osobe s ovim neurotipovima nazivaju se neurodivergentne osobe.

## INTRODUCTION

Neurodiversity is a term that is increasingly used in medicine and allied health professions, referring to the natural variation in human neurocognitive functioning (Walker, 2022). Neurodiversity is also becoming one of the more prominent and recognised topics within the field of speech and language pathology. One indicator of its growing significance is the extensive discussion within the profession - particularly in American speech and language pathology - around neurodiversity-affirming practice. Neurodiversity-affirming practice refers to an inclusive approach to supporting neurodivergent<sup>1</sup> individuals, aiming to foster the development of neurodivergent identities, perspectives, autonomy, and self-advocacy skills (Gaddy & Crow, 2023). In other words, the essence of this approach is that, in therapeutic work with neurodivergent individuals, speech and language pathologists should offer additional support that affirms their identity and provide them with tools for building personal autonomy and developing self-advocacy skills. A core value of this approach is the rejection of the medical model and the notion that autism and other related differences are conditions that need to be cured.

At the same time, awareness is growing among speech and language pathologists regarding the specific considerations involved in working with queer individuals. This is most evident in the well-established body of work on gender-affirming voice and communication therapy for transgender individuals. However, there is also a growing number of studies addressing the particularities of providing services to cisgender queer individuals (e.g., Taylor et al., 2018). In Croatia, literature on queer topics in speech and language pathology has, thus far, been largely limited to the area of therapy for transgender individuals (e.g., Marijan & Bonetti, 2021).

At the intersection of neurodiversity and queer identities lies a distinct intersectional identity with its own characteristics and specificities, which is referred to as 'neuroqueer' (Walker, 2022). Neuroqueer individuals are those who identify as being a

<sup>1</sup> Neurodiversity refers to the phenomenon of natural human neurocognitive variation and the existence of neurotypes that diverge from societal norms and expectations. Individuals with these neurotypes are referred to as neurodivergent.

bilo rodnih ili seksualnih. Kada je primarni kvir identitet osobe jedan od transrodnih, interspolnih ili rodno raznolikih (TIRR) identiteta, može se upotrijebiti i termin neurotrans (Smilges, 2022). U daljnjem tekstu upotrebljavat će se termin neurokvir kao krovni naziv koji se najčešće upotrebljava u literaturi. Ova je populacija zanimljiva za logopedsku struku zbog intersekcionalne prirode njihova identiteta koja povećava složenost terapije i iziskuje poseban pristup u terapiji koji će uvažiti i razmotriti oba podidentiteta.

Većina logopeda\_inja u Hrvatskoj smatra da je potrebno više vremena posvetiti temi neuroraznolikosti tijekom studija, a znatna količina također smatra da nisu dovoljno obrazovani o toj temi pri početku samostalnog rada (Hinić, 2024; Žinić, 2020). Slični podaci o pružanju usluga kvir osobama u Hrvatskoj nisu dostupni. Istraživanja pokazuju da incidencija neurokvir identiteta postepeno raste (npr. Warrior i sur., 2020), što ukazuje na potencijalan porast u potrebi za logopedima\_injama s kompetencijama za rad s ovom populacijom. Stoga je cilj ovog rada ponuditi pregled relevantne znanstvene literature iz neuroraznolikosti, kvir i neurokvir teorije te dosadašnje kliničke literature relevantne za logopedski rad. Svrha je ovog narativnog pregleda upoznavanje logopeda\_inja s temeljnim pojmovima i konceptima neurokvir identiteta te postavljanje temelja za daljnje istraživanje i razvijanje kliničkih smjernica za pružanje logopedске podrške ovoj populaciji. Za potrebe ovog rada priređen je rječnik neurokvir pojmova (vidi Prilog 1) koji sadrži mnoge relevantne termine iz područja neuroraznolikosti i kvir identiteta koji se rabe i u ovom radu.

## NEURORAZNOLIKOST I LOGOPEDIJA

Kovanje pojma neuroraznolikosti često se pripisuje sociologinji Judy Singer i njenoj knjizi *Disability discourse* iz 1999. godine (Repko, 2023; Singer, 2017). Međutim, iako je možda istina da je Singer ovaj pojam imenovala i popularizirala, o suštini značenja pojma neuroraznolikosti pisali su i govorili mnogi autori i prije nje, kao što su Harvey Blume te Jim Sinclair (Singer, 2017). U svojem utjecajnom eseju *Don't mourn for us*, Sinclair uspoređuje način na koji određene osobe govore

part of the neurodivergent spectrum and being queer, in relation to gender or sexuality. When an individual's primary queer identity falls within the transgender, intersex, or gender-diverse (TIGD) spectrum, the term 'neurotrans' may also be used (Smilges, 2022). In this paper, the umbrella term 'neuroqueer' will be used, as it is the most commonly employed term in current literature. This population is of particular interest to the speech and language pathology profession due to the intersectional nature of the individual's identity, which adds complexity to therapy and requires a specialised approach that considers and respects both sub-identities.

Most speech and language pathologists in Croatia believe that more time should be dedicated to the topic of neurodiversity during the speech and language pathology study programme, and a significant proportion of these pathologists also feel that they are not adequately trained in this area at the beginning of their professional practice (Hinić, 2024; Žinić, 2020). Comparable data on the provision of services to queer individuals in Croatia are not currently available. The incidence rates of the neuroqueer identity are gradually increasing (Warrior et al., 2020), and accordingly, the demand for speech and language pathologists with the competencies to work with this population is expected to rise. Therefore, this paper aims to provide a summary of relevant literature on neurodiversity, queer and neuroqueer theory, as well as existing clinical literature relevant to speech and language pathology. The purpose of this narrative review is to familiarise speech and language pathologists with the fundamental ideas and concepts of the neuroqueer identity, as well as to lay the foundations for future research and development of clinical guidelines for the provision of speech and language support to this population. For the purpose of this paper, a glossary of neuroqueer terms has been prepared (see Appendix 1), containing many relevant terms from the fields of neurodiversity and queer identity that are used throughout the text.

## NEURODIVERSITY AND SPEECH AND LANGUAGE PATHOLOGY

The coining of the term 'neurodiversity' is often attributed to writings of sociologist Judy Singer in

o autizmu sa smrću i bolesti koju treba izliječiti te iznosi argumente zašto bi se na autizam trebalo gledati kao normalnu ljudsku različitost nalik pojmu bioraznolikosti (Sinclair, 1993). Ovime, kritizirajući percepciju autizma u tadašnjem duhu vremena, Sinclair jasno postavlja temelje suvremenog koncepta neuroraznolikosti.

Neuroraznolikost je kao pojam i identitet doživjela velike promjene od vremena Sinclairea, Blumea i Singer. Prvo, znatno više ljudi danas posjeduje dijagnozu autizma. Tijekom 1990-ih procijenjena je globalna prevalencija bila oko 0.001 % (Gillberg i sur., 1991; Newschaffer i sur., 2007), a danas se procjenjuje da je globalna prevalencija 1-2 % (Bougeard i sur., 2024; Talantseva i sur., 2023; Zeidan i sur., 2022). Drugo, definicija neuroraznolikosti se značajno proširila. U svojim izvornim tekstovima Sinclaire i Singer pod kišobran neuroraznolikosti smještaju primarno autizam (Sinclair, 1993; Singer, 2017). Danas ne postoji konkretna iscrpna lista stanja koja se mogu svrstati pod kišobran neuroraznolikosti. Najčešće se u kontekstu neuroraznolikosti govori o autizmu, poremećaju pažnje i hiperaktivnosti te teškoćama učenja (Constantino, 2018; Fenton i Krahn, 2007; Gaddy i Crow, 2023; Jaarsma i Welin, 2011), no razni autori također navode dispraksiju (Fenton i Krahn, 2007), Touretteov sindrom (Fenton i Krahn, 2007), opsesivno-kompulzivni poremećaj (Brandsen i sur., 2024), bipolarni poremećaj (Fenton i Krahn, 2007), poremećaje anksioznosti (Dwyer, 2022), depresiju (Dwyer, 2022), razvojne jezične poremećaje (Hamilton i Petty, 2023), mucanje (Constantino, 2018) i tako dalje. Vrijedi spomenuti i da dio neurodivergentne zajednice smatra da se moguće samoidentificirati s neuroraznolikosti bez potvrđene dijagnoze ili čak ako je osoba neurotipična (Gaddy i Crow, 2023). Treće, kada se ubroje sva stanja koja se spominju u kontekstu neuroraznolikosti, procjene prevalencije neuroraznolikosti značajno nadrastaju procjene prevalencije autizma. Procjene variraju s obzirom na definiciju neuroraznolikosti te metodologiju, no postotak koji se često spominje je 20 % svjetske populacije (Goldberg, 2023). Svi navedeni čimbenici rezultirali su time da se danas u logopediji govori o neuroraznolikosti više nego ikada.

her book, *Disability Discourse* (1999) (Repko, 2023; Singer, 2017). However, although it may be true that Singer named and popularised the term, many authors had previously written and spoken about the essence of neurodiversity, such as Harvey Blume and Jim Sinclair (Singer, 2017). In his influential essay, "Don't Mourn for Us", Sinclair compared the way some people speak about autism to death and to an illness that needs to be cured: he presented arguments for why autism should, instead, be understood as a natural human variation, akin to the concept of biodiversity (Sinclair, 1993). In doing so, by critiquing prevailing perceptions of autism at the time, Sinclair (1993) clearly laid the foundations for the contemporary concept of neurodiversity.

Since the time of Sinclair, Blume, and Singer, the concept and identity associated with neurodiversity has undergone a significant transformation. Firstly, many more people today receive an autism diagnosis. In the 1990s, the estimated global prevalence was around 0.001% (Gillberg et al., 1991; Newschaffer et al., 2007), while today, estimates range between 1% and 2% (Bougeard et al., 2024; Talantseva et al., 2023; Zeidan et al., 2022). Secondly, the definition of neurodiversity has expanded greatly. In their original writings, Sinclair and Singer primarily referred to autism under the umbrella of neurodiversity (Sinclair, 1993; Singer, 2017). Today, there is no definitive list of conditions that fall within the neurodiversity spectrum. Most commonly named are autism, attention-deficit/hyperactivity disorder (ADHD), and learning difficulties (Constantino, 2018; Fenton & Krahn, 2007; Gaddy & Crow, 2023; Jaarsma & Welin, 2011). However, various authors also include dyspraxia (Fenton & Krahn, 2007), Tourette's syndrome (Fenton & Krahn, 2007), obsessive-compulsive disorder (Brandsen et al., 2024), bipolar disorder (Fenton & Krahn, 2007), anxiety disorders (Dwyer, 2022), depression (Dwyer, 2022), developmental language disorder (Hamilton & Petty, 2023), stammering (Constantino, 2018), and more. It is also worth noting that some members of the neurodivergent community believe that individuals can self-identify as neurodivergent without a formal diagnosis, or even if they are neurotypical (Gaddy & Crow, 2023). Thirdly, when all conditions mentioned in the context of neurodiversity are considered, prevalence estimates for neurodiversity exceed those for autism alone. These estimates vary

Bitno je još spomenuti da neuroraznolikost kao pojam ne označava samo jedan koncept. Walker (2022), jedna od pionirki proučavanja neuroraznolikosti unutar društvenih znanosti, razlikuje značenje pojma neuroraznolikosti u tri konteksta - neuroraznolikost kao pojava, paradigma i društveni pokret. Neuroraznolikost kao pojava već je definirana u uvodu. No za razmatranje neuroraznolikosti u kontekstu logopedije još je potrebno razumjeti neuroraznolikost kao paradigmu. Za Walker (2022), paradigma neuroraznolikosti predstavlja specifičnu perspektivu za promatranje raznolikosti u ljudskoj neurokogniciji. Spomenuta se perspektiva temelji na trima postulatima: neuroraznolikost je prirodna i poželjna pojava unutar čovječanstva, ideja da postoji jedan normalan i zdrav tip ljudskog mozga umjetno je konstruirana pretpostavka te, naposljetku, društvene dinamike koje se očituju u vezi s neuroraznolikosti slične su dinamikama koje se očituju u vezi s drugim tipovima ljudske raznolikosti kao što su rasa, rod i kultura (Walker, 2022). Ono što Walker naziva „paradigmom“ drugi autori (npr. Cherwick i Matergia, 2024; Kapp, 2020) još nazivaju „okvirom“, a Dwyer (2022) predlaže pojam „pristupi neuroraznolikosti“ kako bi naglasio da ne postoji jedan jedinstveni teorijski pristup proučavanju neuroraznolikosti.

Logopedija u zapadnom svijetu većim je dijelom prihvatila paradigmu neuroraznolikost, što je vidljivo iz sve većeg broja objavljenih radova koji upotrebljavaju neurodivergentnu terminologiju (npr. Bortz, 2024; Bottema-Beutel i sur., 2024; Roberts, 2023) te objavljenih radova koji nude smjernice i savjete logopedima za provedbu terapije koja afirmira neuroraznolikost (npr. DeThorne i Sears Smith, 2020; Gaddy i Crow, 2023). Ovaj pomak prema paradigmi neuroraznolikosti u skladu je s općim pomakom logopedije prema prihvaćanju društvenog modela invaliditeta i demedikalizaciji struke. Ipak, i dalje su prisutne određene prepreke. Jedna od prominentnijih je stav struke prema terapijskom pravcu primijenjene analize ponašanja (*applied behavior analysis*; ABA) koja se često rabi u radu s neurodivergentnim osobama. Mnoge se neurodivergentne osobe izrazito protive ovom pristupu, kritizirajući

depending on the definition and methodology used, but a frequently cited figure is that neurodivergent individuals make up around 20% of the global population (Goldberg, 2023). All of these factors have contributed to the fact that neurodiversity is now a more prominent topic within speech and language pathology than ever before.

It is also important to note that neurodiversity as a term does not refer to a single concept. Walker (2022), a pioneer in the study of neurodiversity within the social sciences, distinguished between the three meanings of the term ‘neurodiversity’: as a phenomenon, a paradigm, and a social movement. Neurodiversity in the sense of a phenomenon has already been defined in the introduction. However, in order to consider neurodiversity in the context of speech and language therapy, it is also necessary to understand neurodiversity as a paradigm. According to Walker (2022), the neurodiversity paradigm represents a specific perspective through which diversity in human neurocognition may be understood. This perspective rests on three main postulates: first, neurodiversity is a natural and desirable form of human diversity; second, the idea that there is one “normal” or “healthy” type of human brain is a socially constructed myth; and third, the social dynamics surrounding neurodiversity are similar to those concerning other forms of human diversity such as race, gender, and culture (Walker, 2022). What Walker calls a “paradigm” is referred to by other authors (e.g., Cherwick & Matergia, 2024; Kapp, 2020) as a “framework”, while Dwyer (2022) proposed the term “neurodiversity approaches” to emphasise that there is no single, unified theoretical stance on neurodiversity.

Western speech and language pathology has, for the most part, embraced the neurodiversity paradigm, as evidenced by the increasing number of published works using neurodivergent terminology (e.g., Bortz, 2024; Bottema-Beutel et al., 2024; Roberts, 2023), as well as by guidelines and recommendations for speech and language pathologists on delivering neurodiversity-affirming practice (e.g., DeThorne & Sears Smith, 2020; Gaddy & Crow, 2023). This shift towards the neurodiversity paradigm is aligned with the broader move within speech and language pathology towards the social model of disability and the demedicalisation of the profession. However, certain obstacles remain. One

ga zbog uporabe kondicioniranja te podučavanja tehnika maskiranja odnosno prikrivanja obilježja autizma (Kupferstein, 2018; Sandoval-Norton i sur., 2019; Wilkenfeld i McCarthy, 2020). Usprkos tomu, postupci nastali na principima ABA-e i dalje su široko zastupljeni u psihološkoj, edukacijsko-rehabilitacijskoj i logopedskoj podršci neurodivergentnim osobama te mnogi brane njihovu uporabu citirajući njenu djelotvornost (npr. Leaf i sur., 2021). Procjena potencijalnog ishoda ovog stručnog diskursa izvan opsega je ovog rada, no sama činjenica da se ova debata vodi unutar logopedije dobar je indikator da je paradigma neuroraznolikosti naišla na plodno tlo u pomagačkim strukama te da će vrlo vjerojatno igrati važnu ulogu u definiranju logopedije budućnosti.

## KVIR I LOGOPEDIJA

Kvir (eng. *queer*) je termin koji se u ne tako dalekoj prošlosti upotrebljavao kao pogrdni naziv za homoseksualne muškarce, no danas polako postaje preferirani krovni naziv za seksualne orijentacije i rodove koji se smatraju djelom spektra LGBTQIA+ identiteta. Planojević (2024) navodi nekoliko razloga zašto kvir postaje popularniji termin: izbjegava se upotreba nespretnog akronima, može se upotrebljavati kao pridjev u jednini (npr. kvir osoba) i, u kontrastu s akronimom, predstavlja inkluzivniji termin koji nije potrebno neprestano nadopunjavati i proširivati novim identitetima. S obzirom na smjernice i preporuke kvir udruga i aktivista\_kinja te postojeću praksu u kvir i feminističkoj literaturi, u ovom radu upotrebljavat će se termin kvir kao pojam koji uključuje sve seksualne orijentacije koje nisu heteroseksualne i rodne identitete koji nisu cisrodni.

Često se kvir osobe opisuje kao jednu zajednicu, no kao što je slučaj i u drugim manjinskim skupinama, i u kvir zajednici postoji značajna unutarnja raznolikost. Osim što ih razlikuju seksualne orijentacije i rodni identiteti, živića iskustva kvir osoba se također značajno razlikuju s obzirom na socioekonomski status, rasu, nacionalnost i životnu okolinu (Hancock i Haskin, 2015; Henriquez i Ahmad, 2021; Matsuzaka i sur., 2021). Ipak, jedan zajednički čimbenik koji povezuje ovu zajednicu otpor je ideji društvene heteronormativnosti

of the more prominent is the profession's stance towards the approach of applied behaviour analysis (ABA), which is often used in therapeutic work with neurodivergent individuals. Many neurodivergent individuals strongly oppose this approach, criticising it for its use of conditioning and the utilisation of masking techniques, or rather, concealment of autism characteristics (Kupferstein, 2018; Sandoval-Norton et al., 2019; Wilkenfeld & McCarthy, 2020). Despite this, intervention methods based on ABA principles remain widely used in psychological, special educational, and speech and language support programmes for neurodivergent individuals, and many defend their use citing their efficiency (e.g., Leaf et al., 2021). An assessment of the possible outcomes of this professional discourse lies beyond the scope of this paper; however, the very fact that this debate is taking place within speech and language pathology is a good indicator that the neurodiversity paradigm has found fertile ground in the allied health professions and will very likely play an important role in shaping the future of speech and language pathology.

## QUEER IDENTITY AND SPEECH AND LANGUAGE PATHOLOGY

Queer is a term that was used as a derogatory label for homosexual men in the not-so-distant past. However, nowadays, it is gradually becoming the preferred umbrella term for sexual orientations and gender identities considered part of the LGBTQIA+ spectrum. Planojević (2024) identified several reasons for the increasing popularity of the term 'queer': it avoids the usage of the awkward acronym, it can be used as an adjective in the singular (e.g., a queer person), and, in contrast to the acronym, it represents a more inclusive term that does not require constant updating and expansion with new identities. In line with the guidelines and recommendations of queer organisations and activists, as well as with existing practices in queer and feminist literature, this paper will use the term 'queer' to encompass all sexual orientations that are not heterosexual and gender identities that are not cisgender.

Queer individuals are often described as a single community. However, similar to other minority groups, the queer community exhibits considerable internal diversity. In addition to differences in sexual

koja gleda na kvir osobe kao devijaciju i iznimku, a ne dio prirodne ljudske raznolikosti (Van Der Toorn, 2020). Heteronormativnost se u kvir teoriji definira kao pretpostavka i privilegiranje cisrodnosti, heteroseksualnosti i nuklearne obitelji u odnosu na druge oblike rodne ekspresije, seksualnosti i obitelji (Pollitt i sur., 2019). Popisivanje svih načina na koje se kvir osobe nalaze u podređenom položaju u odnosu na cisrodne i heteroseksualne osobe uvelike je izvan opsega ovog članka, no bitno je pri izravnom radu s kvir klijentima *\_*cama biti svjestan činjenice da kvir osobe u svojem svakodnevnom životu nailaze na mnoge sustavne, društvene i ekonomske prepreke koje mogu utjecati na njihovo funkcioniranje (Boyer i Lorenz, 2019; Habarth, 2008; McDermott i sur., 2019; Orellana i sur., 2022; Pollitt i sur., 2019). Drugim riječima, kvir osobe ne pate zbog svojeg identiteta, već doživljavaju različite teškoće kao rezultat društvenog neprihvatanja i odbacivanja.

Etički kodeks Hrvatskog logopedskog društva (2017) zabranjuje logopedima *\_*njama diskriminaciju klijenata *\_*tica po bilo kojoj osnovi te poziva na poštivanje kulturnih, jezičnih i drugih obilježja klijenata. U Hrvatskoj trenutno ne postoje istraživanja na temu iskustva kvir osoba u logopedskoj terapiji, što predstavlja još jednu ključnu rupu u znanju koju bi buduća istraživanja trebala pokušati popuniti. No nedostatak istraživanja ne znači da prepreke u pristupu logopedskoj skrbi ne postoje – to pokazuju dosadašnja istraživanja iskustva u zdravstvu. U Grabovac i sur. (2018) 59 % ispitanih kvir osoba izjavilo je da smatraju da su kvir osobe diskriminirane u hrvatskom zdravstvu. U istom je istraživanju 30 % ispitanih osoba izjavilo da su i same bile žrtve diskriminacije, a 20 % ispitanih izjavilo je da se ne osjeća ugodno pri pristupanju i traženju zdravstvenih usluga u Hrvatskoj. Također je u ovom istraživanju 70 % ispitanih smatralo da većina zdravstvenog osoblja nije dovoljno educirana za rad s kvir osobama. Popov i sur. (2023) navode u svojem istraživanju da je 65 % ispitanih barem jednom bilo strah da će biti izloženi diskriminaciji zdravstvenog osoblja, a 60 % diskriminaciji liječnika *\_*ca obiteljske medicine.

Uz teškoće s kojima se suočavaju sve kvir osobe pri ostvarivanju prava na zdravstvene usluge

orientation and gender identity, the lived experiences of queer individuals also vary significantly based on socioeconomic status, race, nationality, and living environment (Hancock & Haskin, 2015; Henriquez & Ahmad, 2021; Matsuzaka et al., 2021). However, one common factor that unites this community is resistance to the idea of social heteronormativity, which views queer individuals as a deviation and an exception, rather than as part of natural human diversity (Van Der Toorn, 2020). Heteronormativity, as defined in queer theory, is the assumption and privileging of cisgender, heterosexual relationships and nuclear families over other forms of gender expression, sexuality, and family structures (Pollitt et al., 2019). Listing all the ways in which queer individuals are marginalised compared to cisgender and heterosexual individuals is largely beyond the scope of this article. Nevertheless, it is crucial, when working directly with queer clients, to be aware that queer individuals encounter numerous systemic, social, and economic barriers in their daily lives that can affect their functioning (Boyer & Lorenz, 2019; Habarth, 2008; McDermott et al., 2019; Orellana et al., 2022; Pollitt et al., 2019). In other words, queer individuals do not suffer because of their identity, but experience various difficulties as a result of social rejection and exclusion.

The Code of Ethics of the Croatian Logopaedic Association (2017) prohibits speech and language pathologists from discriminating against clients on any grounds and calls for respecting the client's cultural, linguistic, and other characteristics. In Croatia, there is currently no research on the experiences of queer individuals in speech and language therapy, which represents another significant research gap that future studies should seek to address. However, the lack of research does not mean that barriers to accessing speech and language therapy services do not exist, as evidenced by existing studies on experiences within healthcare. In a study by Grabovac et al. (2018), 59% of surveyed queer individuals stated that they believe queer people are discriminated against in the Croatian healthcare system. In the same study, 30% reported having personally experienced discrimination, and 20% said they felt uncomfortable when accessing or seeking healthcare services in Croatia. Additionally, 70% of respondents believed that most healthcare professionals were not sufficiently trained to work with queer

u Hrvatskoj, istraživanja posebno ističu teškoće s kojima se susreću TIRR osobe. Iako je područje zdravstvene skrbi transrodnih osoba formalno regulirano, Štambuk (2024) pokazuje da su iskustva unutar zajednica većinom negativna te da TIRR osobe nemaju pristup cjelovitoj zdravstvenoj zaštiti u Hrvatskoj. Autorica navodi da iskustva TIRR osoba pokazuju da je zdravstvena skrb ovoj populaciji često nedostupna i/ili neprikladna njihovim specifičnim potrebama. Jedan od problema koji se često navodi činjenica je da se stručnjaci\_kinje specijalizirani\_e za rad s TIRR osobama većinom nalaze na području Zagreba što znatno ograničava pristup zdravstvenoj skrbi TIRR osobama, a pogotovo osobama u procesu tranzicije (Hodžić, 2017; Hodžić, 2020; Jurković, 2022). Mnoge TIRR osobe koje žele započeti proces promjene zakonske oznake spola nailaze na prepreke u vidu nesuradljivih ili nedovoljno educiranih zdravstvenih radnika\_ca (Jurković, 2022; Štambuk, 2024). Još je jedan problem činjenica da TIRR osobe mnogo teže skrivaju svoj rodni identitet od svojih liječnika\_ca i drugih zdravstvenih radnika\_ca nego što ostale kvir osobe skrivaju svoju seksualnu orijentaciju (Štambuk, 2024). Često ih odaje propisana hormonska terapija zapisana u njihovoj dokumentaciji te neažurna promjena imena i oznake spola u informacijskim sustavima u zdravstvu (Štambuk, 2024). Česta iskustva TIRR osoba uključuju zbunjenost zdravstvenog osoblja, neprimjerene komentare i izlaganje osobnih informacija pred drugima (Jurković, 2022; Štambuk, 2024). Ova iskustva iz zdravstvenog sustava naglašavaju potrebu za dodatnom edukacijom o radu s kvir osobama u svim zdravstvenim strukama, pa tako i u logopediji.

U kontekstu doticaja logopedije i kvir identiteta, logopedi\_nje će vjerojatno najviše iskustva imati s TIRR osobama zbog potrebe da se u procesu afirmacije roda također afirmiraju rodne norme u glasu i komunikaciji osobe (Hancock i Haskin, 2015). Logopedi\_nje će neizbježno povremeno raditi i s drugim kvir osobama, no u tim će slučajevima najčešće kvir identitet osobe biti sekundaran teškoćama zbog kojih traže logopedске usluge. U slučaju TIRR osoba, njihov identitet i potreba za rodno afirmirajućom skrbi bit će primaran razlog

individuals. Popov et al. (2023) reported that 65% of their respondents had, at some point, feared discrimination by healthcare staff, while 60% feared discrimination by general practitioners.

Alongside the challenges faced by queer individuals in accessing healthcare in Croatia, research highlights particular difficulties encountered by TIGD individuals. Although healthcare for trans individuals is formally regulated, Štambuk (2024) demonstrates that the experiences within these communities are largely negative and that TIGD individuals often lack access to comprehensive healthcare in Croatia. The author noted that the care provided is frequently either unavailable or unsuited to the specific needs of the TIGD community. One frequently cited issue is that professionals specialising in working with TIGD individuals are mostly concentrated in Zagreb, which significantly limits access for those living elsewhere, particularly for individuals undergoing transition (Hodžić, 2017; Hodžić, 2020; Jurković, 2022). Many TIGD individuals who wish to begin the legal sex marker change process face obstacles such as uncooperative or inadequately trained healthcare professionals (Jurković, 2022; Štambuk, 2024). Another challenge is that TIGD individuals often find it much harder to conceal their gender identity from their doctors and other healthcare providers than other queer individuals do with their sexual orientation (Štambuk, 2024). They are often outed by prescribed hormone therapy recorded in their medical files, as well as outdated name and sex marker entries in healthcare information systems (Štambuk, 2024). Common experiences reported by TIGD individuals include confusion among healthcare staff, inappropriate comments, and the disclosure of personal information in front of others (Jurković, 2022; Štambuk, 2024). While there are no equivalent studies providing insight into the experiences of queer and TIGD individuals with speech and language pathologists, it is reasonable to assume that broader patterns observed across the healthcare system are reflected in the field of speech and language pathology. These experiences underscore the urgent need for additional education on how to work with queer individuals across all healthcare professions, including speech and language pathology.

In the context of the intersection between speech and language pathology and queer identities, speech

zašto će potražiti logopedsku pomoć. Rodno afirmirajuća logopedska terapija uključuje prilagodbu glasa i komunikacije normama roda s kojim se TIRR osoba identificira (Davies i sur., 2015; Marijan i Bonetti, 2021; Penzell, 2019). Standardi skrbi Svjetske strukovne organizacije za zdravlje transrodnih osoba (eng. *World Professional Association for Transgender Health*, WPATH) u svojoj osmoj i najnovijoj verziji upozoravaju da programi za obrazovanje logopeda\_inja rijetko uključuju posebnu ili odgovarajuću pripremu za rad s TIRR osobama (Coleman i sur., 2022). S obzirom na manjak specijaliziranog obrazovanja, Standardi skrbi preporučuju dodatno obrazovanje logopedima\_injama s ciljem pružanja kulturološki osjetljive zdravstvene skrbi koja je TIRR osobama prijeko potrebna (Coleman i sur., 2022). Ovom se preporukom naglašava da za pružanje kvalitetne zdravstvene skrbi TIRR osobama nije dovoljno samo usvojiti znanje o terapijskim tehnikama tijekom studija, već je potrebno da logoped\_inja bude upoznat\_a sa specifičnim kulturološkim aspektima TIRR identiteta, da posjeduje okvirno znanje o procesu tranzicije te razumije kako pristupiti TIRR osobi s poštovanjem i otvorenosti (Coleman i sur., 2022). U dosad obrađenim izvorima u Hrvatskoj nisu pronađena istraživanja koja mogu dati uvid u kompetentnost logopeda\_inja za rad s ovom populacijom, što predstavlja veliku rupu u znanju koju bi buduća istraživanja trebala pokušati popuniti. Ipak, preporuke WPATH-a svakako se odnose i na logopedsku struku u Hrvatskoj, stoga je na njih moguće gledati kao na poziv da se i u Hrvatskoj više spominje specifična logopedska terapija u službi afirmacije roda.

and language pathologists are likely to gain extensive experience with TIGD individuals due to the need for affirming gender norms in voice and communication as part of the gender affirmation process (Hancock & Haskin, 2015). While speech and language pathologists will inevitably work with other queer individuals as well, in those cases, the person's queer identity is often secondary to the difficulties experienced for which they are seeking therapy. In contrast, for TIGD individuals, their identity and the need for gender-affirming care are often the primary reasons for seeking speech and language support. Gender-affirming speech and language therapy involves adapting a person's voice and communication style to align with the norms of the gender with which they identify (Davies et al., 2015; Marijan & Bonetti, 2021; Penzell, 2019). The World Professional Association for Transgender Health (WPATH), in its eighth and most recent version of the Standards of Care for the Health of Transgender and Gender Diverse People, warns that speech and language pathology education programmes rarely include specific or adequate preparation for working with TIGD individuals (Coleman et al., 2022). Due to this lack of specialised education, the Standards of Care recommend additional training for speech and language pathologists to ensure that they can provide culturally sensitive care that TIGD individuals urgently require (Coleman et al., 2022). This recommendation highlights that delivering high-quality care to TIGD individuals requires more than the technical skills acquired during one's university studies. It also demands that speech and language pathologists are familiarised with the cultural aspects of TIGD identities, possess a basic understanding of the transition process, and approach TIGD clients with respect and openness (Coleman et al., 2022). In the sources reviewed to date, no published studies in Croatia have been identified that could provide insight into the competence of speech and language pathologists in working with this population, which represents a significant gap in knowledge that future research should seek to address. However, the recommendations of WPATH are certainly applicable to the speech and language pathology profession in Croatia, and it can therefore be viewed as a larger call for further attention to be given to speech and language therapy in the service of gender affirmation within the Croatian context.

## NEUROKVIR TEORIJA

U svojoj suštini neurokvir teorija predstavlja okvir koji povezuje ideje paradigme neuroraznolikosti s kvir teorijom. Temeljna je vrijednost ovog okvira intersekcionalnost neuroraznolikosti i kvir identiteta, odnosno ideja da osobe koje su istovremeno neurodivergentne i kvir imaju drukčija i jedinstvena živa iskustva u odnosu na druge neurodivergentne ili kvir osobe (Egner, 2018; Walker, 2022).

Sve veći korpus istraživanja ukazuje na to da se neurodivergentne osobe češće nego neurotipične osobe identificiraju s kvir seksualnim orijentacijama i rodnim identitetima (Brown-Lavoie i sur., 2014; Gilmour i sur., 2011; Glidden i sur., 2016; Janssen i sur., 2016; Strang i sur., 2014; Tateno i sur., 2008; Van Der Miesen i sur., 2016; Van Der Miesen i sur., 2018; Warriier i sur., 2020). Ova spoznaja predstavlja temelj neurokvir teorije. Znanstvena se znatiželja za seksualnost i rod neurodivergentnih osoba počinje značajno razvijati 90-ih godina prošlog stoljeća te dovodi do potpunog obrata u društvenom i znanstvenom pogledu na ovaj aspekt života neurodivergentnih osoba. Primjerice, još krajem prošlog stoljeća mnogi su smatrali da su neurodivergentne osobe, kao i druge osobe s invaliditetom, pretežito aseksualne ili nezainteresirane za seksualan odnos (Dan i Torisky, 1985; Ousley i Mesibov, 1991; Ruble i Dalrymple, 1993). Danas se općenito prihvaća da sve osobe s invaliditetom nisu nužno aseksualne te se rezultati starijih istraživanja pripisuju lošoj metodologiji (Sala i sur., 2020). Osim što novija istraživanja pokazuju da su neurodivergentne osobe češće kvir nego neurotipične osobe, ona također ukazuju na neke specifičnosti seksualnih iskustava neurokvir osoba. Na primjer, neka istraživanja pokazuju da su seksualna iskustva neurodivergentnih osoba često okarakterizirana teškoćama udvaranja i očijukanja, teškoćama planiranja seksualnog odnosa te razlikama u senzoričkoj obradi koje utječu na iskustvo intimnosti, želju za sudjelovanjem u romantičnoj vezi i nesigurnost u vlastitu seksualnu orijentaciju (Barnett i Maticka-Tyndale, 2015; Hannah i Stagg, 2016; Sala i sur., 2020). Ova saznanja bitna su i za logopedsku struku zbog toga što mnoge karakteri-

## NEUROQUEER THEORY

At its core, neuroqueer theory represents a framework that links the ideas of the neurodiversity paradigm with queer theory. The core value of this framework is the intersectionality of neurodiversity and queer identity, that is, the idea that individuals who are both neurodivergent and queer have distinct and unique lived experiences compared to other neurodivergent or queer individuals (Egner, 2018; Walker, 2022).

A growing body of research indicates that neurodivergent individuals are more likely than neurotypical individuals to identify with queer sexual orientations and gender identities (Brown-Lavoie et al., 2014; Gilmour et al., 2011; Glidden et al., 2016; Janssen et al., 2016; Strang et al., 2014; Tate-no et al., 2008; Van Der Miesen et al., 2016; Van Der Miesen et al., 2018; Warriier et al., 2020). This finding forms the basis of neuroqueer theory. Scientific curiosity regarding the sexuality and gender of neurodivergent individuals began to develop significantly in the 1990s, leading to a complete turnaround in both the social and scientific perspectives of this aspect of neurodivergent individuals' lives. For example, at the end of the 20th century, many still believed that neurodivergent individuals, similar to other people with disabilities, were predominantly asexual or uninterested in sexual relationships (Dan & Torisky, 1985; Ousley & Mesibov, 1991; Ruble & Dalrymple, 1993). Today, it is generally accepted that not all people with disabilities are asexual, and the results of older studies are attributed to poor methodology (Sala et al., 2020). The methodology used in contemporary research relies on self-reporting of sexual behaviours and sexualities of neurodivergent individuals, as well as collecting data directly from the participants. In addition to showing that neurodivergent individuals are more likely to be queer than neurotypical individuals, recent research also points to some specificities in the sexual experiences of neuroqueer individuals. For instance, some research shows that the sexual experiences of neurodivergent individuals are often characterised by difficulties in flirting and courtship, challenges in planning sexual relationships, as well as differences in sensory processing that affect the experience of intimacy, the desire to engage in romantic relationships, and

stike romantičnih i seksualnih iskustava neurokvir osoba proizlaze iz njihove specifične socijalne komunikacije, drukčije senzoričke obrade te drukčijeg izvršnog funkcioniranja.

## NEUROKVIR ISKUSTVA I SPECIFIČNOSTI IDENTITETA

Usprkos sve većem znanstvenom interesu za neurokvir identitet, vrlo je malo znanstvene literature o iskustvima neurokvir osoba. Nezadovoljavajuća je i činjenica da unutar postojećeg malog korpusa istraživanja prevladavaju medicinski radovi koji se primarno bave temom takozvanog komorbiditeta neuroraznolikosti i TIRR identiteta (Shapira i Granek, 2019). Unutar postojeće literature često se teoretizira o mogućem odnosu uzroka i posljedice između neuroraznolikosti i transrodnosti (Bornstein, 2022; Shapira i Granek, 2019). Tako su, na primjer, popularne teorije da transrodnost i neuroraznolikost uzrokuje visoka razina prenatalnog androgena (Van Der Miesen i sur., 2018) ili takozvani ekstremno muški mozak (Baron-Cohen, 2002). Manjak istraživanja o živućim iskustvima neurokvir osoba, a visoka zastupljenost istraživanja o teoriji komorbiditeta neurodivergentnih i kvir identiteta, dobar je indikator dominantne pozicije koju medicinski model nastavlja držati u istraživanjima neurokvir i TIRR identiteta.

Postojeća literatura o neurokvir iskustvima najvećim se dijelom bavi iskustvima TIRR neurodivergentnih osoba u procesu tranzicije (Bornstein, 2022; Strang i sur., 2019; Strang i sur., 2020). Unutar navedenog korpusa istraživanja postoji jasan konsenzus da neurokvir osobe trpe dodatne teškoće pri pokušaju pristupanja rodno afirmirajućoj zdravstvenoj skrbi (Jackson-Perry, 2020; Shapira i Granek, 2019; Strang i sur. 2020). Istraživanja unazad posljednjih 25 godina ukazuju na konzistentnu prisutnost ablističko-heteronormativnog stava unutar zdravstvene, a posebno psihološke, literature na temu neuroraznolikosti i TIRR identiteta usprkos naizglednim društvenim i znanstvenim naprecima u području prihvaćanja ljudske raznolikosti (Ansara i Hegarty, 2011; Brown, 2017; Rosqvist i sur., 2013; Shapira i Granek, 2019). Jedan od primjera takvih stavova

uncertainty in one's sexual orientation (Barnett & Maticka-Tyndale, 2015; Hannah & Stagg, 2016; Sala et al., 2020). These findings are important for speech and language pathologists because many characteristics of a neuroqueer individuals romantic and sexual experiences arise from their specific social communication skills, differences in sensory processing abilities, and distinct executive functioning abilities.

## NEUROQUEER EXPERIENCES AND SPECIFICITIES OF IDENTITY

Despite a growing scientific interest in the neuroqueer identity, there is still very little academic literature on the lived experiences of neuroqueer individuals. It is also unsatisfactory that within the existing limited body of research, a large proportion are medical papers, focusing primarily on the so-called comorbidity between neurodiversity and TIGD identity (Shapira & Granek, 2019). Existing literature often theorises a possible causal relationship between neurodiversity and transgender identity (Bornstein, 2022; Shapira & Granek, 2019). For example, popular theories suggest that both transgender identity and neurodiversity may be caused by high levels of prenatal androgens (Van Der Miesen et al., 2018), or that it can be explained by the so-called "extreme male brain" theory (Baron-Cohen, 2002). The lack of research on the lived experiences of neuroqueer individuals, coupled with the high prevalence of studies focusing on the comorbidity theory between neurodivergence and queer identities, reflects the continued dominance of the medical model in research concerning neuroqueer and TIGD identities.

The existing literature on neuroqueer experiences primarily deals with the experiences of neurodivergent TIGD individuals during their gender transition (Bornstein, 2022; Strang et al., 2019; Strang et al., 2020). Within this body of research, there is a clear consensus that neuroqueer individuals face additional challenges in accessing gender-affirming healthcare (Jackson-Perry, 2020; Shapira & Granek, 2019; Strang et al., 2020). Research from the past 25 years has consistently pointed to the presence of ableist and heteronormative attitudes within the healthcare system, particularly in psychological literature dealing with

unutar struke jest teorija da rodna disforija odnosno inkongruencija može biti lažirana intenzivnim autističnim interesom za drugi rod. Mnoge neurodivergentne osobe i aktivistkinje citiraju ovu teoriju kao temelj njihovih teškoća u pristupanju rodno afirmirajućoj zdravstvenoj skrbi (Bornstein, 2022), ali i mnogi\_e autori\_ce temelje svoje izvorne znanstvene radove na njoj (vidi Shapira i Granek, 2019 za pregled). Neurokvir teoretičari\_ke, aktivisti\_kinje i osobe odbacuju ovu teoriju kao znanstveno neutemeljenu te kao još jedan pokušaj medicinskog modela u odbacivanju osobnih iskustava i potreba neurokvir osoba (Strang i sur., 2018).

Osim što su neurokvir osobe često podvrgnute sumnjama i nepotrebnom preispitivanju zdravstvenih stručnjaka\_kinja, ali ponekad i odbijanjem pružanja potrebne zdravstvene skrbi, na lošu kvalitetu zdravstvene skrbi neurokvir osoba također utječe manjak smjernica za klinički rad s ovom populacijom (Bornstein, 2022; Strang i sur., 2019; Strang i sur., 2020). Temelj za razvoj smjernica za rad s neurokvir osobama postavili su Strang i sur. (2016) svojim inicijalnim kliničkim smjernicama konstruiranih pomoću Delphi metode. U istraživanju Strang i sur. (2016) stručnjaci\_kinje iz područja kliničke psihologije, psihijatrije, socijalnog rada, endokrinologije i pedijatrije ocjenjivali\_e su izjave iz različitih područje zdravstvene skrbi kao što su procjena, tretman, hormonalna terapija itd. Na temelju čestica u kojima je postignuto slaganje od minimalno 75 % Strang i sur. (2016) osmislili su okvirne smjernice za rad s neurokvir osobama. Na temelju ovog istraživanja i novih spoznaja o potrebama i iskustvima neurokvir osoba Strang i sur. (2020) objavljuju nove smjernice za klinički rad u izradu kojih uključuju neurokvir adolescente i njihove roditelje. Zbog svoje interdisciplinarnosti i uključivanja članova\_ica zajednice u izradu, smjernice Strang i sur. (2020) služe kao odličan vodič u pružanju neurokvir zdravstvene skrbi, no samo za adolescente. Osim toga, Strang i sur. (2020) nude smjernice koje se većinom odnose na tipove usluga koje je potrebno pružati, a ne smjernice koje mogu poslužiti u oblikovanju neke specifične skrbi. Tako, primjerice, Strang i sur. (2020) predlažu uključivanje mladih neurokvir

neurodiversity and TIGD identity, despite apparent social and academic progress in embracing human diversity (Ansara & Hegarty, 2011; Brown, 2017; Rosqvist et al., 2013; Shapira & Granek, 2019). One example of such attitudes within the profession is the theory that gender dysphoria, or gender incongruence, may be faked or misinterpreted due to an intense autistic interest in another gender. Many neurodivergent individuals and activists cite this theory as the root of their difficulties in accessing gender-affirming healthcare (Bornstein, 2022), and many researchers have based their academic work on this same idea (see Shapira & Granek, 2019 for an overview). Neuroqueer theorists, activists, and individuals reject this theory as scientifically unfounded and as yet another attempt by the medical model to dismiss the personal experiences and needs of neuroqueer individuals (Strang et al., 2018).

In addition to being frequently subjected to doubts and unnecessary scrutiny by healthcare professionals, and at times even being denied necessary medical care, the poor quality of healthcare for neuroqueer individuals is also influenced by the lack of guidelines for clinical work with this population (Bornstein, 2022; Strang et al., 2019; Strang et al., 2020). The foundation for developing guidelines for working with neuroqueer individuals was laid by Strang et al. (2016) through their initial clinical guidelines constructed using the Delphi method. In this study, experts from the fields of clinical psychology, psychiatry, social work, endocrinology, and paediatrics evaluated statements from various areas of healthcare, such as assessment, treatment, hormone therapy, and so on. Based on consensus achieved in at least 75% of cases, Strang et al. (2016) devised framework guidelines for working with neuroqueer individuals. Building on this research and new insights into the needs and experiences of neuroqueer individuals, Strang et al. (2020) developed new clinical guidelines based on insights from neuroqueer adolescents and their parents. Due to their interdisciplinary nature and inclusion of community members in the development process, the guidelines by Strang et al. (2020) serve as an excellent guide for providing neuroqueer healthcare, albeit only for adolescents. Furthermore, Strang et al. (2020) offer guidelines that primarily pertain to the types of services that need

osoba i njihovih roditelja u odvojene grupe podrške, ali ne pružaju detaljne upute o tome kako bi se ove grupne terapije trebale provoditi. Smjernice koje daju Strang i sur. (2020) služe kao primjer dobre prakse, ali i poziv za daljnji razvoj kliničkih smjernica za rad s neurokvir osobama.

Neurokvir osobe mogu naići na ablističko-heteronormativne prepreke i u logopediji. Kao rezultat kontinuirane uporabe metoda primijenjene analize ponašanja u logopedskoj terapiji, neurokvir osobe koje drukčije izražavaju svoj rod mogu biti podvrgnute takozvanom rodno oblikujućem bihevizizmu (eng. *gender shaping behaviourism*) (Gibson i Douglas, 2018). Rodno oblikujući bihevizizam odnosi se na terapijske postupke koji za cilj imaju poticanje hetero i cisnormativnih ponašanja, a inhibiranje ponašanja koja mogu biti percipirana kao kvir ili neusklađena s dodijeljenim rodnom osobe (Gibson i Douglas, 2018). U kontekstu logopedске terapije, rodno se oblikujući bihevizizam može pojaviti primjerice kao terapijski cilj usmjeren na „normaliziranje“ rodno neusklađenog ponašanja neurodivergentnog djeteta (Bornstein, 2022). U svojem ekstremnom obliku, može uključivati uporabu kazne za inhibiciju „neželjenog“ ponašanja (Brown, 2017). Određeni autori ove postupke imenuju primijenjenim oblicima kvirfobije i ablizma te povezuju s bihevizoralnim postupcima u takozvanoj konverzivnoj terapiji (Gibson i Douglas, 2018; Wilkenfeld i McCarthy, 2020). Prema Gibson i Douglas (2018), ovi postupci ne teže samo kontroliranju i ograničavanju ponašanja koja su subjektivno okarakterizirana kao devijantna (tj. neurodivergentna i neheteronormativna), već i uskraćuju neurokvir osobama njihovu tjelesnu i kognitivnu autonomiju te pravo na rodnu ekspresiju. Kvirfobija i ablizam u pozadini ovih postupaka mogu se dovesti u vezu sa samim začetkom bihevizoralnog pristupa i ranog rada Olea Ivora Løvaasa koji je 1970-ih razvijao pristup primijenjene analize ponašanja pokušavajući modificirati ponašanje „ženstvenih“ dječaka u nadi da će ih „odvratiti“ od transrodnosti (vidi Gibson i Douglas, 2018 za detaljniji povijesni pregled). Postupci i principi rodno oblikujućeg bihevizizma neusklađivi su s etičkim načelima i dužnostima logopeda\_inja prema Etič-

to be provided, rather than guidelines that can assist in shaping specific care. For instance, Strang et al. (2020) suggested involving young neuroqueer individuals and their parents in separate support groups, but did not provide detailed instructions on how these group therapies should be conducted. The guidelines offered by Strang et al. (2020) serve as an example of good practice, but also as a call for further development of clinical guidelines for working with neuroqueer individuals.

Neuroqueer individuals may encounter ableist and heteronormative barriers in speech and language pathology as well. As a result of the continued use of applied behaviour analysis methods in speech and language pathology, neuroqueer individuals who express their gender differently may be subjected to so-called gender-shaping behaviourism (Gibson & Douglas, 2018). Gender-shaping behaviourism refers to therapeutic procedures aimed at promoting hetero- and cis-normative behaviours, while inhibiting behaviours that may be perceived as queer or incongruent with the individual's assigned gender (Gibson & Douglas, 2018). In the context of speech and language pathology, gender-shaping behaviourism may manifest, for example, as a therapeutic goal aimed at "normalising" gender-incongruent behaviour in a neurodivergent child (Bornstein, 2022). In its extreme form, it may involve the use of punishment to inhibit "undesirable" behaviour (Brown, 2017). Certain authors describe these practices as applied forms of queerphobia and ableism, and link them to behavioural techniques used in so-called conversion therapy (Gibson and Douglas, 2018; Wilkenfeld and McCarthy, 2020). According to Gibson and Douglas (2018), these practices not only aim to control and limit behaviours that are subjectively characterised as deviant (i.e., neurodivergent and non-heteronormative), but also deny neuroqueer individuals their bodily and cognitive autonomy and their right to gender expression. The queerphobia and ableism underlying these practices can be traced back to the very origins of the behavioural approach and the early work of Ole Ivar Løvaas, who, in the 1970s, developed applied behaviour analysis in an attempt to modify the behaviour of "feminine" boys in the hope of "detering" them from transgender identities (see Gibson and Douglas, 2018 for a more detailed historical overview).

kom kodeksu HLD-a, a u Standardima skrbi Coleman i sur. (2022) svrstavaju se među znanstveno nedokazane postupke konverzivne terapije. Stoga, Standardi skrbi Coleman i sur. (2022), kao jedne od najprepoznatljivijih smjernica za klinički rad s TIRR osobama, snažno preporučuju da se kliničari\_ke informiraju o specifičnostima rodno identiteta svojih klijentova\_ica kako bi osigurali da postavljeni ciljevi teže osnaživanju klijenta\_ice, a ne subjektivnoj normalizaciji.

Izvan striktno kliničkog okruženja, još je jedno često opisano iskustvo neurokvir osoba osjećaj isključenosti odnosno neuklapanja u prostore neurotipičnih kvir te neurodivergentnih cisrodnih i heteroseksualnih osoba (Bornstein, 2022; Oswald i sur., 2021; Strang i sur. 2020). Neurokvir osobe često izražavaju osjećaj da intersekcionalna priroda njihovog identiteta stvara prepreke u povezivanju s drugim osobama s kojima dijele jedan od identiteta. Neurokvir osobe u kvir zajednici često se susreću s manjkom razumijevanja za njihov specifičan način komunikacije i specifična ponašanja, dok se neurokvir osobe u neurodivergentnoj zajednici mogu susresti s kvirfobijom (Bornstein, 2022). Kao rezultat manjka fizičkih prostora namijenjenih njima, neurokvir osobe često grade svoju zajednicu *online* (Egner, 2018; Oswald i sur., 2021). Iako rijetka, istraživanja o socijalizaciji neurokvir osoba na internetu daju nam važan uvid u još jednu bitnu karakteristiku neurokvir identiteta, a pogotovo među neurokvir adolescentima i mladima.

## KLINIČKE IMPLIKACIJE I PREPORUKE ZA DALJNJA ISTRAŽIVANJA

U prethodnim su poglavljima iznesene temeljne spoznaje iz područja neuroraznolikosti, kvir i neurokvir teorije s naglaskom na informacije relevantne za logopedsku struku. Vidljivo je da je literatura na temu neurokvir identiteta skromna, pogotovo u području logopedije, no iz danog je pregleda ipak moguće izvući nekoliko zaključaka.

Prije svega, mnoga istraživanja ukazuju na postojanje poveznice između neuroraznolikosti i kvir identiteta, a posebice TIRR identiteta (npr. Strang i sur., 2014; Van Der Miesen i sur., 2016;

The practices and principles of gender-shaping behaviourism are incompatible with the ethical principles and professional duties of speech and language therapists under the Code of Ethics of the Croatian Logopaedic Association. In the Standards of Care, Coleman et al. (2022) classified these methods as scientifically unproven forms of conversion therapy. Therefore, the Standards of Care by Coleman et al. (2022), one of the most widely recognised sets of guidelines for clinical work with TIGD individuals, strongly recommends that clinicians inform themselves about the specificities of their clients' gender identities to ensure that therapeutic goals are directed towards empowering the client, rather than towards subjective normalisation.

Outside of strictly clinical settings, another frequently described experience of neuroqueer individuals is the feeling of exclusion or not fitting into spaces defined by neurotypical queer or neurodivergent cisgender and heterosexual individuals (Bornstein, 2022; Oswald et al., 2021; Strang et al., 2020). Neuroqueer individuals often attest that the intersectional nature of their identity can create barriers to connecting with others who share one of their identities. Neuroqueer individuals in the queer community often encounter a lack of understanding for their specific way of communication and specific behaviours, while neuroqueer individuals in the neurodivergent community may face queerphobia (Bornstein, 2022). As a result of the lack of physical spaces designated for them, neuroqueer individuals often build their community online (Egner, 2018; Oswald et al., 2021). Although rare, research on the socialisation of neuroqueer individuals online provides us with an important insight into another essential characteristic of neuroqueer identity, especially among neuroqueer adolescents and young people.

## CLINICAL IMPLICATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

In previous chapters, fundamental insights from the fields of neurodiversity, queer theory, and neuroqueer theory have been presented, with an emphasis on information relevant to speech and language pathologists. It is evident that literature on neuroqueer identity is limited, especially within the field

Van Der Miesen i sur., 2018; Warriier i sur., 2020). Iako postoje nesuglasice o samoj stopi koincidencije, većina istraživanja ukazuje na trend porasta prisutnosti ove koincidencije u populaciji, što otvara prostor diskusiji o budućnosti logopedске skrbi neurodivergentnih i kvir osoba. Jedan od mogućih smjerova predlažu Strang i sur. (2016) koji na temelju svoje Delphi studije preporučuju uvođenje probira na prisutnost obilježja autizma za pacijente\_ice sa sumnjom na prisutnost rodne inkongruencije te probir za rodnu inkongruenciju za pacijente\_ice sa sumnjom na prisutnost obilježja autizma. Slično se može primijeniti i u logopediji, primjerice, tako da se kod TIRR osoba uključene u terapiju glasa provede probir na obilježja autizma i drugih neurodivergencija. Problem je ovog protokola što trenutačno ne postoje potrebni probirni upitnici na hrvatskom jeziku te bi prije osmišljavanja protokola za probir neurokvir osoba trebalo razviti i validirati relevantne instrumente.

Istraživanja naglašavaju važnost povezivanja i međusobne socijalizacije neurokvir osoba, a pogotovo adolescenata. Neurokvir se osobe mogu osjećati neprihvaćeno u kvir ili neurodivergentnim grupama zbog intersekcionalne prirode njihova identiteta (Bornstein, 2022; Strang i sur., 2020), a to ih navodi da ispunjavaju potrebu za socijalizacijom u *online* krugovima. Stoga dosadašnja literatura naglašava korist grupne terapije odnosno podrške u radu s neurokvir osobama. Ove grupe mogu služiti raznim svrhama, primjerice, moguće je provoditi grupnu terapiju u kojoj se može raditi na istraživanju rodnog identiteta i eksperimentiranju s rodnom ekspresijom, provoditi trening socijalnih vještina i izvršnih funkcija ili održati predavanje o temama relevantnima za neurokvir osobe (Strang i sur., 2020). Neurokvir adolescentima može pogotovo biti korisno upoznavanje starijih kvir, neurodivergentnih ili neurokvir modela koji im mogu služiti kao primjer uspjeha odnosno motivacija za nastavak terapije (Strang i sur., 2020).

Neurodivergentne osobe, bile TIRR ili cisrodne, mogu drukčije izražavati svoj rodni identitet. Kao rezultat drukčije percepcije i ekspresije roda, neurokvir osobe mogu biti pod rizikom podvrg-

of speech and language pathology, however, several conclusions can still be drawn from the provided overview.

Firstly, numerous studies indicate a correlation between neurodiversity and queer identity, particularly TIGD identities (e.g., Strang et al., 2014; Van der Miesen et al., 2016; Van der Miesen et al., 2018; Warriier et al., 2020). Although there is some disagreement regarding the rate of co-occurrence, most studies indicate an increasing trend in its prevalence within the population, opening up space for discussion about the future of speech and language therapy designed for neurodivergent and queer individuals. One possible direction is proposed by Strang et al. (2016), who, based on their Delphi study, recommended implementing screening for autism traits in patients with a suspected presence of gender incongruence, as well as gender incongruence screening for patients with a suspected presence of autism traits. A similar approach can be applied in speech and language pathology, for example, by introducing screening for autism traits and other forms of neurodivergence in TIGD individuals undergoing voice therapy. The problem with implementing this protocol is that none of these screening tools are currently available in Croatian. Thus, before developing a protocol for screening neuroqueer individuals, it would be essential to develop and validate the appropriate tools.

Research highlights the importance of connection and mutual socialisation among neuroqueer individuals, especially adolescents. Neuroqueer individuals may feel unaccepted in queer or neurodivergent groups due to the intersectional nature of their identity (Bornstein, 2022; Strang et al., 2020), leading them to seek socialisation in online circles. Therefore, the existing literature emphasises the benefits of group therapy or support when working with neuroqueer individuals. Such groups can serve a variety of purposes, for example, group therapy can be conducted, focusing on exploring gender identity and experimenting with gender expression, training social skills and executive functions, or conducting lectures on topics relevant to neuroqueer individuals (Strang et al., 2020). It may be particularly beneficial for neuroqueer adolescents to meet older queer, neurodivergent, or neuroqueer role models who can serve as examples of success

avanja rodno oblikujućem biheviorizmu koji se može manifestirati u obliku „normalizirajućih“ terapijskih ciljeva ili postupaka. Ovi postupci mogu imati vrlo negativne i traumatizirajuće posljedice po neurokvir osobe (Brown, 2017). Kako bi se ove negativne posljedice izbjegle, razni\_e autori\_ce (npr. Bornstein, 2022; Coleman i sur, 2022; Gaddy i Crow, 2023) preporučuju da se logopedi\_nje, ali i drugi\_e stručnjaci\_kinje, koji\_e rade s neurodivergentnim, kvir i neurokvir osobama obrazuju o socijalnim, kulturalnim, psihološkim i komunikacijskim specifičnostima ovih identiteta. Standardi zdravstvene skrbi transrodnih i rodno raznolikih osoba (Coleman i sur, 2022) posebno preporučuju omogućiti klijentu\_ici da istražuje svoj rodni identitet i ekspresiju tijekom terapije i dopustiti osobi da sama dođe do zaključka o svojem identitetu, a zatim je tu odluku u daljnjem radu preporučeno i poštivati. Logopedska terapija neurokvir osoba trebala bi biti individualizirana i pratiti želje odnosno potrebe klijenta\_ice kada god je moguće (Coleman i sur, 2022; Gaddy i Crow, 2023), pritom uzimajući u obzir da među neurokvir osobama postoji značajan stupanj unutarnje raznolikosti.

Tema rodne disforije/inkongruencije i rodno afirmirajuće skrbi djece i adolescenata i dalje je vrlo kontroverzna, nesigurna i emocionalno nabijena tema (npr. Silva i sur, 2021), a slično je stanje i po pitanju skrbi neurotrans maloljetnika\_ca. Dok neki autori (npr. Strang i sur, 2016; Strang i sur, 2020) zagovaraju i doprinose unaprjeđenju rodno afirmirajuće skrbi neurotrans maloljetnika\_ca, drugi (npr. Defant, 2025) zagovaraju oprez i ukazuju na nedostatke i nedosljednosti u dosadašnjim istraživanjima u području medicine. Djelomično je etičko olakšanje za logopedsku struku činjenica da su postupci u logopedskoj terapiji TIRR djece većinom reverzibilni odnosno ne dovode do nepovratnih ishoda kao što je slučaj u kirurškim rodno afirmirajućim intervencijama. Standardi skrbi Svjetske strukovne organizacije za zdravlje transrodnih osoba jasno navode da je za uključivanje maloljetne osobe u proces medicinske tranzicije potreban pristanak roditelja, uz iznimku samo u rijetkim slučajevima, poput primjerice oduzimanja skrbištva roditeljima (Coleman i sur., 2022).

or provide motivation to continue therapy (Strang et al., 2020).

Neurodivergent individuals, whether TIGD or cisgender, may express their gender identity differently. As a result of different perceptions and expressions of gender, neuroqueer individuals can be at risk of gender-shaping behaviourism, which can manifest in the form of “normalising” therapeutic goals or procedures. These practices can have very negative and traumatising consequences for neuroqueer individuals (Brown, 2017).

In order to avoid these negative consequences, various authors (e.g. Bornstein, 2022; Coleman et al., 2022; Gaddy and Crow, 2023) recommend that speech and language therapists, as well as other professionals working with neurodivergent, queer, and neuroqueer individuals, receive education on the social, cultural, psychological, and communicative specificities of these identities. The Standards of Care for the Health of Transgender and Gender Diverse People (Coleman et al., 2022) specifically recommends enabling the client to explore their gender identity and expression during therapy, as well as allowing the individual to arrive at their own conclusions regarding their identity; that decision should then be respected in subsequent work. Speech and language therapy for neuroqueer individuals should be individualised and guided by the wishes and needs of the client whenever possible (Coleman et al., 2022; Gaddy and Crow, 2023), while taking into account that there is a significant degree of internal diversity among neuroqueer individuals.

The topic of gender dysphoria/incongruence and gender-affirming care for children and adolescents remains highly controversial, uncertain, and emotionally charged (e.g., Silva et al., 2021): a similar situation is observed in the context of providing care for neurotypical and neurodivergent minors. While some authors (e.g., Strang et al., 2016; Strang et al., 2020) advocate for and contribute to the advancement of gender-affirming care for neurodivergent minors, others (e.g., Defant, 2025) urge caution and highlight the shortcomings and inconsistencies in existing medical research. A partial ethical relief for speech and language pathologists is the fact that procedures in speech and language therapy for TIGD children are mostly reversible, or rather, do not lead to irreversible outcomes, as is the

S obzirom na prisutne etičke i zakonske aspekte rada s maloljetnicima\_ama, logopedima\_njama se u radu s ovom subpopulacijom preporučuje poštivanje prava i odluke roditelja odnosno skrbnika. Brojna etička pitanja u pozadini debate o pružanju rodno afirmirajuće zdravstvene skrbi TIRR djeci i adolescentima daleko su izvan opsega ovog rada, no za logopede\_inje postoje razni drugi izvori koji mogu pomoći u donošenju terapijskih odluka. Preporučuju se Standardi skrbi svjetske strukovne organizacije zdravlja transrodnih osoba (vidi Coleman i sur., 2022) za preporuke vezane za rad s TIRR osobama svih uzrasta te portal najbolje prakse u području rodno afirmirajuće terapije glasa i komunikacije Američkog udruženja logopeda (vidi ASHA, 2025).

U Hrvatskoj se o neurokvir osobama ne zna gotovo ništa, stoga bi buduća logopedska istraživanja u ovom području trebala ispitati logopedске potrebe ove populacije, opisati komunikacijske i jezične specifičnosti neurokvir osoba te razviti protokol odnosno smjernice za logopedsku terapiju neurokvir osoba. Daljnja bi istraživanja također trebala ići u smjeru razvoja probirnih testova i dijagnostičkih alata u području socijalne komunikacije, ali i rodne inkongruencije, kojima bi se poboljšala logopedska procjena i unaprijedila kvaliteta logopedskih usluga kako za ovu, tako i za opću populaciju.

## ZAKLJUČAK

Ovaj rad predstavlja koristan vodič kroz područja neuroraznolikosti, kvir i neurokvir teorije i identiteta za logopede\_inje, ali i druge pomagačke struke. Koliko je autoru poznato u vrijeme pisanja, ovo je jedan od prvih radova na temu neurokvira u kontekstu Hrvatske, ali i jedan među prvima na ovu temu u području logopedije uopće. U radu su obrađeni temeljni postulati i problemi kvir i neurokvir teorije te paradigme neuroraznolikosti iz kojih su zatim izvučene kliničke implikacije za logopedski rad kao i preporuke za buduća istraživanja. Dani pregled literature ukazuje na to da je neurokvir složen identitet koji se sastoji od dvaju jednako utjecajnih podidentiteta koji se nalaze u posebnom međuodnosu. Jedan podidentitet neizbježno utječe na manifestaciju drugoga, stoga bi

case with surgical gender-affirming interventions. The World Professional Association for Transgender Health Standards of Care guidelines clearly state that parental consent is required for a minor to be included in the medical transition process, with exceptions provided only in rare cases, such as parental rights being revoked (Coleman et al., 2022). Given the ethical and legal aspects of working with minors, speech and language pathologists are advised to respect the rights and decisions of parents or guardians when working with this subpopulation. Numerous ethical questions underlying the debate on providing gender-affirming healthcare to TIGD children and adolescents are beyond the scope of this work. However, there are various other sources that can assist speech and language pathologists in making therapeutic decisions. The WPATH Standards of Care (see Coleman et al., 2022) is a recommended source of guidelines related to working with TIGD individuals of all ages. The American Speech-Language-Hearing Association (ASHA) portal on best practices in gender-affirming voice and communication therapy (see ASHA, 2025) is another a valuable resource.

In Croatia, there is virtually no knowledge about neuroqueer individuals. Therefore, future speech and language research in this area should examine the speech and language needs of this population, describe the communication and linguistic specificities of neuroqueer individuals, and develop protocols or guidelines for speech and language therapy for neuroqueer individuals. Further research should also focus on developing screening and diagnostic tools in the areas of social communication and gender incongruence, as well as aim to improve speech and language assessments and enhance the quality of speech and language services for the neurodiverse and the general population.

## CONCLUSION

This review paper serves as a valuable guide through the fields of neurodiversity, queer and neuroqueer theory, as well as identity for speech and language pathologists and other helping professions. As far as we know, this is one of the first studies on the topic of neuroqueer individuals in the context of Croatia, as well as one of the earliest works on this subject within the broader field

logopedska terapija neurokvir osoba trebala uzeti u obzir oba podidentiteta i razmotriti njihov međudnos pri postavljanju ciljeva i odabiru terapijskih postupaka. Ovaj rad, kao i mnoga dosadašnja istraživanja, naglašava izrazitu potrebu za dodatnim istraživanjima u području skrbi i podrške neurokvir osobama te empirijskom provjerom iznesenih prijedloga i preporuka koje velikim dijelom proizlaze iz teorijskih radova.

of speech and language pathology. The paper addresses the fundamental tenets and challenges of queer and neuroqueer theory, as well as the neurodiversity paradigm, from which clinical implications for speech and language pathology are derived, along with providing recommendations for future research. The reviewed literature suggests that neuroqueer identity is a complex construct comprising two equally influential sub-identities, which exist in a unique interrelationship with one another. One sub-identity inevitably influences the expression of the other. Therefore, speech and language therapy for neuroqueer individuals should take both sub-identities into account and consider their interaction when setting therapeutic goals and selecting intervention strategies. This paper, like much of the existing research, emphasises a pronounced need for further studies in the area of care and support for neuroqueer individuals, as well as the empirical validation of the proposed suggestions and recommendations, many of which are largely derived from theoretical work.

**PRILOG 1: RJEČNIK NEUROKVIR POJMOVA**

<b>Pojmovi</b>	<b>Definicija</b>
Ablizam	Diskriminacija osoba s invaliditetom ili predrasude prema njima.
Cisrodnost	Svojstvo osobe čiji se rodni identitet slaže s oznakom spola koja joj je dodijeljena pri rođenju (DuBois i Shattuck-Heidorn, 2021).
Heteronormativnost	Pretpostavljanje cisrodnosti i heteroseksualnosti kod druge osobe te postupci koji privilegiraju cisrodnost, heteroseksualnost i nuklearnu obitelj u odnosu na druge oblike rodne ekspresije, seksualnosti i obitelji (Pollitt i sur., 2019).
Kvir	Skupni naziv za seksualne orijentacije koje nisu heteroseksualne, rodne identitete i ekspresije koji nisu cisrodni te spolne karakteristike koje nisu binarne (Planojević, 2024). Može biti identitet osobe koja se ne želi specifičnije etiketirati.
Kvirfobija	Diskriminacija kvir osoba s obzirom na seksualnost, rodni identitet, ekspresiju i spolne karakteristike.
Neurodivergentna osoba	Osoba koja posjeduje neurotip koji se smatra drukčijim od tipičnog odnosno neurotip koji odstupa od društvene norme (Gaddy i Crow, 2023). Ponekad se rabi kao sinonim za autističnu osobu, ali uključuje i ostale neurotipove (npr. ADHD, teškoće učenja, jezični poremećaji, psihički poremećaji...) (Walker, 2022).
Neuroraznolikost	Prirodna raznolikost u ljudskom neurokognitivnom funkcioniranju (Walker, 2022).
Neurotip	Tip neurokognitivnog funkcioniranja odnosno neurološkog prezentiranja (Gaddy i Crow, 2023).
Neurotipičnost, neurotipična osoba	Svojstvo osobe koja posjeduje neurotip koji odgovara društvenim očekivanjima i normama. Osoba s tipičnim neurotipom.
Rod	Skup obilježja i ponašanja koja se očekuju od osobe s obzirom na njenu rodnu ekspresiju (DuBois i Shattuck-Heidorn, 2021).
Rodna ekspresija	Vanjska prezentacija nečijeg rodnog identiteta, primjerice načinom odijevanja, ponašanja, govora te tjelesnom građom (Edelman, 2019).
Rodni identitet	Osobni doživljaj i razumijevanje vlastitog roda, neovisno o tuđoj percepciji roda osobe (Rokach i Patel, 2021).
Spol	Biološke, genetske i anatomske karakteristike koje su povezane s reproduktivnom anatomijom osobe (DuBois i Shattuck-Heidorn, 2021).
TIRR osobe	Transrodne, interspolne i rodno raznolike osobe.
Transrodnost	Svojstvo osobe čiji se rodni identitet ne slaže s oznakom spola dodijeljenom pri rođenju (DuBois i Shattuck-Heidorn, 2021).

## APPENDIX 1: GLOSSARY OF NEUROQUEER TERMS

<b>Terms</b>	<b>Definition</b>
Ableism	Discrimination or prejudice against people with disabilities.
Cisgender	A characteristic of a person whose gender identity aligns with the sex assigned to them at birth (DuBois i Shattuck-Heidorn, 2021).
Gender	A set of traits and behaviours expected from a person based on their gender expression (DuBois i Shattuck-Heidorn, 2021).
Gender expression	The external presentation of someone's gender identity, for example, through clothing, behaviour, speech, and body structure (Edelman, 2019).
Gender identity	The personal experience and understanding of one's own gender, independent of how others perceive it (Rokach i Patel, 2021).
Heteronormativity	The assumption of cisgender identity and heterosexuality in others, along with actions that privilege cisnormativity, heterosexuality, and the nuclear family over other forms of gender expression, sexuality, and family structures (Pollitt i sur., 2019).
Neurodivergent person	A person who has a neurotype that is considered different from the typical one, i.e., a neurotype that deviates from social norms (Gaddy & Crow, 2023). Sometimes used synonymously with "autistic person", but it also includes other neurotypes (e.g., ADHD, learning difficulties, language disorders, mental health conditions, and so on; Walker, 2022).
Neurodiversity	The natural diversity of human neurocognitive functioning (Walker, 2022).
Neurotype	A type of neurocognitive functioning or neurological presentation (Gaddy i Crow, 2023).
Neurotypicality, neurotypical person	A characteristic of a person who has a neurotype that conforms to societal expectations and norms. A person with a typical neurotype.
Queer	A collective term for sexual orientations that are not heterosexual, gender identities and expressions that are not cisgender, and sex characteristics that are not binary (Planojević, 2024). It may also be used as an identity by someone who does not wish to label themselves more specifically.
Queerphobia	Discrimination against queer individuals based on sexuality, gender identity, expression, and sex characteristics.
Sex	Biological, genetic, and anatomical traits associated with a person's reproductive anatomy (DuBois & Shattuck-Heidorn, 2021).
TIGD individuals	Transgender, intersex, and gender-diverse individuals.
Transgender	A characteristic of a person whose gender identity does not align with the sex assigned to them at birth (DuBois & Shattuck-Heidorn, 2021).

## REFERENCES / LITERATURA

- Ansara, Y. G., & Hegarty, P. (2011). Cisgenderism in psychology: pathologising and misgendering children from 1999 to 2008. *Psychology and Sexuality*, 3(2), 137–160. <https://doi.org/10.1080/19419899.2011.576696>
- ASHA. (2025). *Gender affirming voice and communication*. Retrieved March 20, 2025, from <https://www.asha.org/practice-portal/professional-issues/gender-affirming-voice-and-communication/>
- Barnett, J. P., & Maticka-Tyndale, E. (2015). Qualitative exploration of sexual experiences among adults on the autism spectrum: Implications for Sex Education. *Perspectives on Sexual and Reproductive Health*, 47(4), 171–179. <https://doi.org/10.1363/47e5715>
- Baron-Cohen, S. (2002). The extreme male brain theory of autism. *Trends in Cognitive Sciences*, 6(6), 248–254. [https://doi.org/10.1016/S1364-6613\(02\)01904-6](https://doi.org/10.1016/S1364-6613(02)01904-6)
- Bornstein, N. (2022). *‘There is No Cause, There is No Effect’: Experiences at the Intersection of Transgender and Neurodivergent Identities* [Master’s thesis, University of Southern Maine]. <https://digitalcommons.usm.maine.edu/etd/412>
- Bortz, M. A. (2024). Is there a place for pseudostuttering assignments in Speech-Language pathology training within the neurodiverse paradigm? *Perspectives of the ASHA Special Interest Groups*, 9(3), 518–532. [https://doi.org/10.1044/2024\\_persp-23-00268](https://doi.org/10.1044/2024_persp-23-00268)
- Bottema-Beutel, K., Sasson, N. J., McKinnon, R., Braun, C., Guo, R., Hand, B. N., Kapp, S. K., Espinas, D. R., Bailin, A., Lester, J. N., & Yu, B. (2024). Recognizing and Resisting ableist Language in Schools: Suggestions for School-Based Speech-Language Pathologists and Related professionals. *Language Speech and Hearing Services in Schools*, 55(4), 1025–1038. [https://doi.org/10.1044/2024\\_lshss-24-00036](https://doi.org/10.1044/2024_lshss-24-00036)
- Bougeard, C., Picarel-Blanchot, F., Schmid, R., Campbell, R., & Buitelaar, J. (2024). Prevalence of Autism Spectrum Disorder and Co-Morbidities in Children and Adolescents: A Systematic literature review. *FOCUS the Journal of Lifelong Learning in Psychiatry*, 22(2), 212–228. <https://doi.org/10.1176/appi.focus.24022005>
- Boyer, S. J., & Lorenz, T. K. (2019). The impact of heteronormative ideals imposition on sexual orientation questioning distress. *Psychology of Sexual Orientation and Gender Diversity*, 7(1), 91–100. <https://doi.org/10.1037/sgd0000352>
- Brandsen, S., Chandrasekhar, T., Franz, L., Grapel, J., Dawson, G., & Carlson, D. (2024). Prevalence of bias against neurodivergence-related terms in artificial intelligence language models. *Autism Research*, 17(2), 234–248. <https://doi.org/10.1002/aur.3094>
- Brown, L. X. Z. (2017). Ableist shame and Disruptive bodies: survivorship at the intersection of queer, trans, and disabled existence. In *Springer eBooks* (pp. 163–178). [https://doi.org/10.1007/978-3-319-56901-7\\_10](https://doi.org/10.1007/978-3-319-56901-7_10)
- Brown-Lavoie, S. M., Vecili, M. A., & Weiss, J. A. (2014). Sexual Knowledge and Victimization in Adults with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 44(9), 2185–2196. <https://doi.org/10.1007/s10803-014-2093-y>
- Cherewick, M., & Matergia, M. (2023). Neurodiversity in Practice: a Conceptual Model of Autistic Strengths and Potential Mechanisms of Change to Support Positive Mental Health and Wellbeing in Autistic Children and Adolescents. *Advances in Neurodevelopmental Disorders*, 8(3), 408–422. <https://doi.org/10.1007/s41252-023-00348-z>
- Coleman, E., Radix, A. E., Bouman, W. P., Brown, G. R., De Vries, A. L. C., Deutsch, M. B., Ettner, R., Fraser, L., Goodman, M., Green, J., Hancock, A. B., Johnson, T. W., Karasic, D. H., Knudson, G. A., Leibowitz, S. F., Meyer-Bahlburg, H. F. L., Monstrey, S. J., Motmans, J., Nahata, L., . . . Arcelus, J. (2022). Standards of Care for the Health of Transgender and Gender Diverse People, Version 8. *International Journal of Transgender Health*, 23(sup1), S1–S259. <https://doi.org/10.1080/26895269.2022.2100644>
- Constantino, C. (2018). What Can Stutterers Learn from the Neurodiversity Movement? *Seminars in Speech and Language*, 39(04), 382–396. <https://doi.org/10.1055/s-0038-1667166>

- Croatian Logopaedic Association. (2017). *Etički kodeks*. <https://www.hld.hr/o-nama/dokumenti-2/>
- Dan, N., & Torisky, C. (1985). Sex education and sexual awareness building for autistic children and youth: Some viewpoints and considerations. *Journal of Autism and Developmental Disorders*, 15(2), 213–227. <https://doi.org/10.1007/bf01531607>
- Davies, S., Papp, V. G., & Antoni, C. (2015). Voice and communication change for gender nonconforming individuals: giving voice to the person inside. *International Journal of Transgenderism*, 16(3), 117–159. <https://doi.org/10.1080/15532739.2015.1075931>
- DeThorne, L. S., & Searsmith, K. (2020). Autism and Neurodiversity: Addressing concerns and offering implications for the School-Based Speech-Language Pathologist. *Perspectives of the ASHA Special Interest Groups*, 6(1), 184–190. [https://doi.org/10.1044/2020\\_persp-20-00188](https://doi.org/10.1044/2020_persp-20-00188)
- Donaldson, A. L., Zisk, A. H., Eddy, B., Corbin, E., Ugianskis, M., Ford, E., & Strickland, O. (2023). Autistic Communication: A Survey of School-Based Professionals. *Perspectives of the ASHA Special Interest Groups*, 8(6), 1248–1264. [https://doi.org/10.1044/2023\\_persp-23-00107](https://doi.org/10.1044/2023_persp-23-00107)
- DuBois, L. Z., & Shattuck-Heidorn, H. (2021). Challenging the binary: Gender/sex and the bio-logics of normalcy. *American Journal of Human Biology*, 33(5). <https://doi.org/10.1002/ajhb.23623>
- Dwyer, P. (2022). The Neurodiversity Approach(es): What Are They and What Do They Mean for Researchers? *Human Development*, 66(2), 73–92. <https://doi.org/10.1159/000523723>
- Edelman, E. A. (2019). Gender identity and transgender Rights in global perspective. *Oxford University Press eBooks*, 61–74. <https://doi.org/10.1093/oxfordhb/9780190673741.013.24>
- Egner, J. E. (2018). “The Disability Rights Community was Never Mine”: Neuroqueer Disidentification. *Gender & Society*, 33(1), 123–147. <https://doi.org/10.1177/0891243218803284>
- Fenton, A., & Krahn, T. (2007). Autism, neurodiversity and equality beyond the ‘normal.’ *Journal of Ethics in Mental Health*, 2(2), 1–6.
- Gaddy, C., & Crow, H. (2023). A primer on Neurodiversity-Affirming Speech and Language Services for Autistic individuals. *Perspectives of the ASHA Special Interest Groups*, 8(6), 1220–1237. [https://doi.org/10.1044/2023\\_persp-23-00106](https://doi.org/10.1044/2023_persp-23-00106)
- Gibson, M. F., & Douglas, P. (2018). Disturbing Behaviours: Ole Ivar Lovaas and the Queer History of Autism Science. *Catalyst Feminism Theory Technoscience*, 4(2), 1–28. <https://doi.org/10.28968/cft.v4i2.29579>
- Gillberg, C., Steffenburg, S., & Schaumann, H. (1991). Is Autism More Common Now than Ten Years Ago? *The British Journal of Psychiatry*, 158(3), 403–409. <https://doi.org/10.1192/bjp.158.3.403>
- Gilmour, L., Schalomon, P. M., & Smith, V. (2011). Sexuality in a community based sample of adults with autism spectrum disorder. *Research in Autism Spectrum Disorders*, 6(1), 313–318. <https://doi.org/10.1016/j.rasd.2011.06.003>
- Glidden, D., Bouman, W. P., Jones, B. A., & Arcelus, J. (2016). Gender Dysphoria and Autism Spectrum Disorder: A Systematic Review of the literature. *Sexual Medicine Reviews*, 4(1), 3–14. <https://doi.org/10.1016/j.sxmr.2015.10.003>
- Goldberg, H. (2023). Unraveling Neurodiversity: Insights from Neuroscientific Perspectives. *Encyclopedia*, 3(3), 972–980. <https://doi.org/10.3390/encyclopedia3030070>
- Grabovac, I., Milosevic, M., & Mustajbegovic, J. (2018). Perceived and experienced discrimination and sexual identity disclosure of lesbian, gay and bisexual patients in Croatia. *European Journal of Public Health*, 28(suppl\_4). <https://doi.org/10.1093/eurpub/cky213.148>
- Habarth, J. M. (2008). *Thinking “Straight”*: Heteronormativity and associated outcomes across sexual orientation. [Dissertation thesis, University of Michigan]. <https://hdl.handle.net/2027.42/60664>

- Hamilton, L. G., & Petty, S. (2023). Compassionate pedagogy for neurodiversity in higher education: A conceptual analysis. *Frontiers in Psychology, 14*. <https://doi.org/10.3389/fpsyg.2023.1093290>
- Hancock, A., & Haskin, G. (2015). Speech-Language pathologists' knowledge and attitudes regarding lesbian, gay, bisexual, transgender, and queer (LGBTQ) populations. *American Journal of Speech-Language Pathology, 24*(2), 206–221. [https://doi.org/10.1044/2015\\_ajslp-14-0095](https://doi.org/10.1044/2015_ajslp-14-0095)
- Hannah, L. A., & Stagg, S. D. (2016). Experiences of Sex Education and Sexual Awareness in Young Adults with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders, 46*(12), 3678–3687. <https://doi.org/10.1007/s10803-016-2906-2>
- Henriquez, N. R., & Ahmad, N. (2021). “The Message Is You Don’t Exist”: Exploring Lived Experiences of Rural Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ) People Utilizing Health care Services. *SAGE Open Nursing, 7*. <https://doi.org/10.1177/23779608211051174>
- Hinić, S. (2024). Poremećaj iz spektra autizma kod djece školske dobi [Master’s thesis, University of Zagreb Faculty of Education and Rehabilitation Sciences]. <https://urn.nsk.hr/urn:nbn:hr:158:621326>
- Hodžić, A. (2017). *Izveštaj istraživanja o pravnom priznanju roda – Preporuke za unapređenje prava trans, inter i rodno varijantnih osoba*. KolektIRV. <https://kolektirv.hr/wp-content/uploads/2018/04/Preporuke-za-unapredenje-prava-trans-inter-i-rodno-varijantnih-osoba.pdf>
- Hodžić, A. (2020). *Izveštaj istraživanja o pravnom priznanju roda u Republici Hrvatskoj 2020. godine*. KolektIRV. [https://kolektirv.hr/wp-content/uploads/2020/11/PPR\\_Istrazivanje\\_2020.pdf](https://kolektirv.hr/wp-content/uploads/2020/11/PPR_Istrazivanje_2020.pdf)
- Jaarsma, P., & Welin, S. (2011). Autism as a natural Human variation: Reflections on the claims of the Neurodiversity Movement. *Health Care Analysis, 20*(1), 20–30. <https://doi.org/10.1007/s10728-011-0169-9>
- Jackson-Perry, D. (2020). The autistic art of failure? unknowing imperfect systems of sexuality and gender. *Scandinavian Journal of Disability Research, 22*(1), 221–229. <https://doi.org/10.16993/sjdr.634>
- Janssen, A., Huang, H., & Duncan, C. (2016). Gender Variance Among Youth with Autism Spectrum Disorders: A Retrospective Chart Review. *Transgender Health, 1*(1), 63–68. <https://doi.org/10.1089/trgh.2015.0007>
- Jurković, M. (2022). *Diskriminacija transrodnih osoba u Hrvatskoj - pogled iz njihove perspektive* [Master’s thesis, University of Zagreb Faculty of Humanities and Social Studies]. <https://zir.nsk.hr/islandora/object/fizg:6899>
- Kapp, S. K. (2020). Introduction. In S. K. Kapp (Ed.), *Autistic community and the neurodiversity movement: Stories from the frontline* (pp. 1–19). Springer Nature.
- Keating, C. T., Hickman, L., Leung, J., Monk, R., Montgomery, A., Heath, H., & Sowden, S. (2022). Autism-related language preferences of English-speaking individuals across the globe: A mixed methods investigation. *Autism Research, 16*(2), 406–428. <https://doi.org/10.1002/aur.2864>
- Kenny, L., Hattersley, C., Molins, B., Buckley, C., Povey, C., & Pellicano, E. (2015). Which terms should be used to describe autism? Perspectives from the UK autism community. *Autism, 20*(4), 442–462. <https://doi.org/10.1177/1362361315588200>
- Kupferstein, H. (2018). Evidence of increased PTSD symptoms in autistics exposed to applied behavior analysis. *Advances in Autism, 4*(1), 19–29. <https://doi.org/10.1108/aia-08-2017-0016>
- Leaf, J. B., Cihon, J. H., Leaf, R., McEachin, J., Liu, N., Russell, N., Unumb, L., Shapiro, S., & Khosrowshahi, D. (2021). Concerns about ABA-Based Intervention: An evaluation and recommendations. *Journal of Autism and Developmental Disorders, 52*(6), 2838–2853. <https://doi.org/10.1007/s10803-021-05137-y>
- Marijan, K., & Bonetti, A. (2021). Vocal therapy for transgender people. *Logopedija, 11*(1), 7–12. <https://doi.org/10.31299/log.11.1.2>

- Matsuzaka, S., Romanelli, M., & Hudson, K. D. (2021). "Render a service worthy of me": A qualitative study of factors influencing access to LGBTQ-specific health services. *SSM - Qualitative Research in Health*, 1, 100019. <https://doi.org/10.1016/j.ssmqr.2021.100019>
- McDermott, E., Gabb, J., Eastham, R., & Hanbury, A. (2019). Family trouble: Heteronormativity, emotion work and queer youth mental health. *Health an Interdisciplinary Journal for the Social Study of Health Illness and Medicine*, 25(2), 177–195. <https://doi.org/10.1177/1363459319860572>
- Newschaffer, C. J., Croen, L. A., Daniels, J., Giarelli, E., Grether, J. K., Levy, S. E., Mandell, D. S., Miller, L. A., Pinto-Martin, J., Reaven, J., Reynolds, A. M., Rice, C. E., Schendel, D., & Windham, G. C. (2007). The Epidemiology of autism spectrum Disorders. *Annual Review of Public Health*, 28(1), 235–258. <https://doi.org/10.1146/annurev.publhealth.28.021406.144007>
- Orellana, L., Alarcón, T., & Schnettler, B. (2022). Behavior without beliefs: Profiles of heteronormativity and well-being among heterosexual and non-heterosexual university students in Chile. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.988054>
- Oswald, A. G., Avory, S., & Fine, M. (2021). Intersectional expansiveness borne at the neuroqueer nexus. *Psychology and Sexuality*, 13(5), 1122–1133. <https://doi.org/10.1080/19419899.2021.1900347>
- Ousley, O. Y., & Mesibov, G. B. (1991). Sexual attitudes and knowledge of high-functioning adolescents and adults with autism. *Journal of Autism and Developmental Disorders*, 21(4), 471–481. <https://doi.org/10.1007/bf02206871>
- Penzell, S. L. (2019). Gender-Affirming voice. In *Springer eBooks* (pp. 477–484). [https://doi.org/10.1007/978-3-030-26191-7\\_43](https://doi.org/10.1007/978-3-030-26191-7_43)
- Planojević, N. (2024). *KVIR kao inkluzivniji termin za LGBT+ porodicu*. Da Se Zna! <https://dasezna.lgbt/kvir-kao-inkluzivniji-termin-za-lgbt-porodicu/>
- Pollitt, A. M., Mernitz, S. E., Russell, S. T., Curran, M. A., & Toomey, R. B. (2019). Heteronormativity in the lives of lesbian, gay, bisexual, and queer young people. *Journal of Homosexuality*, 68(3), 522–544. <https://doi.org/10.1080/00918369.2019.1656032>
- Popov, M., Blažev, M., Laginja, P., Lončarić, L., & Juranović, K. (2023). Manjinski stres i mentalno zdravlje neheteroeksnalnih osoba. In *26. Dani Ramira i Zorana Bujasa*. Odsjek za psihologiju Sveučilišta u Zagrebu Filozofskog fakulteta. <https://doi.org/10.17234/DRZB26>
- Repko, W. A. (2023). *Neurodiversity and the Field of Speech Language Pathology: A literary review of the history, common practices, and misconceptions* [Honors' program thesis, University of Northern Iowa]. <https://scholarworks.uni.edu/hpt/904?>
- Roberts, J. (2023). Ableism, Code-Switching, and Camouflaging: A letter to the Editor on Gerlach-Houck and DeThorne (2023). *Language Speech and Hearing Services in Schools*, 55(1), 217–223. [https://doi.org/10.1044/2023\\_lshss-23-00037](https://doi.org/10.1044/2023_lshss-23-00037)
- Rokach, A., & Patel, K. (2021). Sexual orientation. In *Elsevier eBooks* (pp. 165–193). <https://doi.org/10.1016/b978-0-12-819174-3.00003-6>
- Rosqvist, H. B., Nordlund, L., & Kaiser, N. (2013). Developing an authentic sex: Deconstructing developmental-psychological discourses of transgenderism in a clinical setting. *Feminism & Psychology*, 24(1), 20–36. <https://doi.org/10.1177/0959353513510653>
- Ruble, L. A., & Dalrymple, N. J. (1993). Social/sexual awareness of persons with autism: A parental perspective. *Archives of Sexual Behavior*, 22(3), 229–240. <https://doi.org/10.1007/bf01541768>
- Sala, G., Hooley, M., & Stokes, M. A. (2020). Romantic intimacy in Autism: A Qualitative analysis. *Journal of Autism and Developmental Disorders*, 50(11), 4133–4147. <https://doi.org/10.1007/s10803-020-04377-8>

- Sala, G., Pecora, L., Hooley, M., & Stokes, M. A. (2020). As diverse as the spectrum itself: trends in sexuality, gender and autism. *Current Developmental Disorders Reports*, 7(2), 59–68. <https://doi.org/10.1007/s40474-020-00190-1>
- Sandoval-Norton, A. H., Shkedy, G., & Shkedy, D. (2019). How much compliance is too much compliance: Is long-term ABA therapy abuse? *Cogent Psychology*, 6(1). <https://doi.org/10.1080/23311908.2019.1641258>
- Shapira, S., & Granek, L. (2019). Negotiating psychiatric cisgenderism-ableism in the transgender- autism nexus. *Feminism & Psychology*, 29(4), 494–513. <https://doi.org/10.1177/0959353519850843>
- Silva, K., Nauman, C. M., Tebbe, E. A., & Parent, M. C. (2021). Policy attitudes toward adolescents transitioning gender. *Journal of Counseling Psychology*, 69(4), 403–415. <https://doi.org/10.1037/cou0000601>
- Sinclair, J. (1993). Don't mourn for us. *Our Voice*, 1(3), 1–3.
- Singer, J. (2017). *Neurodiversity: The Birth of an Idea*.
- Smilges, J. L. (2022). Neurotrans. *TSQ Transgender Studies Quarterly*, 9(4), 634–652. <https://doi.org/10.1215/23289252-10133831>
- Štambuk, M. (2024). *S margina u fokus – zdravstvena skrb za lezbijke, biseksualne, transrodne i queer žene*. Lezbijska organizacija Rijeka „LORI“. <https://lori.hr/wp-content/uploads/2024/12/S-margina-u-fokus-zdravlje-i-LBT-zene.pdf>
- Strang, J. F., Kenworthy, L., Dominska, A., Sokoloff, J., Kenealy, L. E., Berl, M., Walsh, K., Menvielle, E., Slesaransky-Poe, G., Kim, K., Luong-Tran, C., Meagher, H., & Wallace, G. L. (2014). Increased gender variance in autism spectrum disorders and attention deficit hyperactivity disorder. *Archives of Sexual Behavior*, 43(8), 1525–1533. <https://doi.org/10.1007/s10508-014-0285-3>
- Strang, J. F., Klomp, S. E., Caplan, R., Griffin, A. D., Anthony, L. G., Harris, M. C., Graham, E. K., Knauss, M., & Van Der Miesen, A. I. R. (2019). Community-based participatory design for research that impacts the lives of transgender and/or gender-diverse autistic and/or neurodiverse people. *Clinical Practice in Pediatric Psychology*, 7(4), 396–404. <https://doi.org/10.1037/cpp0000310>
- Strang, J. F., Knauss, M., Van Der Miesen, A., McGuire, J. K., Kenworthy, L., Caplan, R., Freeman, A., Sadikova, E., Zaks, Z., Pervez, N., Balleur, A., Rowlands, D. W., Sibarium, E., Willing, L., McCool, M. A., Ehrbar, R. D., Wyss, S. E., Wimms, H., Tobing, J., . . . Anthony, L. G. (2020). A Clinical Program for Transgender and Gender-Diverse Neurodiverse/Autistic Adolescents Developed through Community-Based Participatory Design. *Journal of Clinical Child & Adolescent Psychology*, 50(6), 730–745. <https://doi.org/10.1080/15374416.2020.1731817>
- Strang, J. F., Meagher, H., Kenworthy, L., De Vries, A. L. C., Menvielle, E., Leibowitz, S., Janssen, A., Cohen-Kettenis, P., Shumer, D. E., Edwards-Leeper, L., Pleak, R. R., Spack, N., Karasic, D. H., Schreier, H., Balleur, A., Tishelman, A., Ehrensaft, D., Rodnan, L., Kuschner, E. S., . . . Anthony, L. G. (2016). Initial Clinical Guidelines for Co-Occurring Autism Spectrum Disorder and Gender Dysphoria or Incongruence in Adolescents. *Journal of Clinical Child & Adolescent Psychology*, 47(1), 105–115. <https://doi.org/10.1080/15374416.2016.1228462>
- Strang, J. F., Powers, M. D., Knauss, M., Sibarium, E., Leibowitz, S. F., Kenworthy, L., Sadikova, E., Wyss, S., Willing, L., Caplan, R., Pervez, N., Nowak, J., Gohari, D., Gomez-Lobo, V., Call, D., & Anthony, L. G. (2018). “They thought it was an obsession”: Trajectories and perspectives of Autistic Transgender and Gender-Diverse adolescents. *Journal of Autism and Developmental Disorders*, 48(12), 4039–4055. <https://doi.org/10.1007/s10803-018-3723-6>
- Talantseva, O. I., Romanova, R. S., Shurdova, E. M., Dolgorukova, T. A., Sologub, P. S., Titova, O. S., Kleeva, D. F., & Grigorenko, E. L. (2023). The global prevalence of autism spectrum disorder: A three-level meta-analysis. *Frontiers in Psychiatry*, 14. <https://doi.org/10.3389/fpsy.2023.1071181>
- Tateno, M., Tateno, Y., & Saito, T. (2008). Comorbid childhood gender identity disorder in a boy with Asperger syndrome. *Psychiatry and Clinical Neurosciences*, 62(2), 238. <https://doi.org/10.1111/j.1440-1819.2008.01761.x>

- Taylor, S., Barr, B., O'Neal-Khaw, J., Schlichtig, B., & Hawley, J. L. (2018). Refining Your Queer Ear: Empowering LGBTQ+ Clients in Speech-Language Pathology Practice. *Perspectives of the ASHA Special Interest Groups*, 3(14), 72–86. <https://doi.org/10.1044/persp3.sig14.72>
- Van Der Miesen, A. I., Hurley, H., & De Vries, A. L. (2016). Gender dysphoria and autism spectrum disorder: A narrative review. *International Review of Psychiatry*, 28(1), 70–80. <https://doi.org/10.3109/09540261.2015.1111199>
- Van Der Miesen, A. I. R., Hurley, H., Bal, A. M., & De Vries, A. L. C. (2018). Prevalence of the Wish to be of the Opposite Gender in Adolescents and Adults with Autism Spectrum Disorder. *Archives of Sexual Behavior*, 47(8), 2307–2317. <https://doi.org/10.1007/s10508-018-1218-3>
- Van Der Toorn, J., Pliskin, R., & Morgenroth, T. (2020). Not quite over the rainbow: the unrelenting and insidious nature of heteronormative ideology. *Current Opinion in Behavioral Sciences*, 34, 160–165. <https://doi.org/10.1016/j.cobeha.2020.03.001>
- Walker, N. (2022). *Neuroqueer Heresies: Notes on the Neurodiversity Paradigm, Autistic Empowerment, and Post-normal Possibilities*. Autonomous Press.
- Warrier, V., Greenberg, D. M., Weir, E., Buckingham, C., Smith, P., Lai, M., Allison, C., & Baron-Cohen, S. (2020). Elevated rates of autism, other neurodevelopmental and psychiatric diagnoses, and autistic traits in transgender and gender-diverse individuals. *Nature Communications*, 11(1). <https://doi.org/10.1038/s41467-020-17794-1>
- Wilkenfeld, D. A., & McCarthy, A. M. (2020). Ethical Concerns with Applied Behavior Analysis for Autism Spectrum “Disorder.” *Kennedy Institute of Ethics Journal*, 30(1), 31–69. <https://doi.org/10.1353/ken.2020.0000>
- Zagreb Pride. (2022). *Terminologija*. <https://zagreb-pride.net/terminologija/>
- Zeidan, J., Fombonne, E., Scora, J., Ibrahim, A., Durkin, M. S., Saxena, S., Yusuf, A., Shih, A., & Elsabbagh, M. (2022). Global prevalence of autism: A systematic review update. *Autism Research*, 15(5), 778–790. <https://doi.org/10.1002/aur.2696>
- Žinić, A. (2020). Logopedski rad u vrtiću i školi u kontekstu poremećaja komunikacije [Master's thesis, University of Zagreb Faculty of Education and Rehabilitation Sciences]. <https://urn.nsk.hr/urn:nbn:hr:158:581029>