Supports Individual, Business & Community N'richment With a Focus on Neurodivergent Topics

ISSUE NO. 01

Published by hAi

The iiiNWORD?! Magazine™

FALL 2026

Discover the ViSion of Tech-BASED N'RiCHMENT & the...



Neurodivergen+ SuperPower!!!

Meet An Unlikely iiiNnovator... Huemility Afupaymiii

+ ACCESS KEY REPORTS >>>

>>> The 8 Neurodiversity Occupational Umbrellas?!

>>> The 4 H.O.M.E. Formula

- Habitats
- Operations
- Methodologies
- Education

The iiiNWord?! Magazine PUBLICATION DATA

PUBLISHED BY	Huemility Afupaymiii Incorporated Holdings
PUBLICATION	The iiiNWord?! Magazine Issue NO. 1 - Fall 2026
WEBSITE	www.haiamerica.com
CONTACT	contact@haiamerica.com
FREQUENCY	Quarterly Releases
FORMAT	Interactive PDF / Digital Flipbook

PUBLICATION PURPOSE

This magazine provides accessible free publications, media, research, stories, and practical resources designed to support & promote tech-base enrichment for individuals, businesses, and communities with a focus on enriching the lives of neurodivergent identities via habitats, operations, methodologies & education.

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The
WORD?!™
Magazine

FROM THE EDITOR

Welcome To Our 1ST EDITION!!!

WHY NOW?

HAi launched the very first issue of its free magazine, which has a tongue-in-cheek title—The iiiNWord?! Magazine.

This avant-garde title is a philosophical acronym that states… ***T**hrough **h**umbly **e**xemplifying **i**ntuition **i**magination **i**ntelligence **N**eurodivergents **W**ill **o**ptimize **r**eality **d**ynamically*.

A philosophy as deep as that is the quintessential focus of this publication, communicating the importance of enrichment-based technologies, which help convert neurodivergent traits into superpowers. Superpowers are the natural result of aligning the many neurodivergent identities with societal norms and vice-versa.

The core motive of *The iiiNWord?! Magazine* is to be a quarterly mantra for communicating this philosophy to the masses.

With stories & resources that this magazine delivers to the reader, passion, purpose, and responsibility are demonstrated while maintaining credibility as it sheds light on neurodivergent plights, abilities + opportunities, which come at a time when *"rapid advancements in technology are making knowledge more accessible & buildable!"*

And as the Editor-in-Chief on your journey further into this very first issue, I sincerely hope you feel welcomed into a space created with **intuition**, **imagination**, **intelligence**, care & purpose.

Within these electric pages, you will find **Services** + **Tools** + **Products**, technologies, and possibilities meant to support the ways you live, work, build, lead, and connect with others.

Whether your interest begins with **Individual** growth, **Business** elevation, or strengthening **Community**, I hope you find something here that feels useful, thoughtful, and worth carrying with you.

Read with curiosity, linger where something speaks to you, share what feels meaningful, and come back for more of *The iiiNWord?! Magazine* created with the reader in mind.

Janae L. Morris Editor-in-Chief



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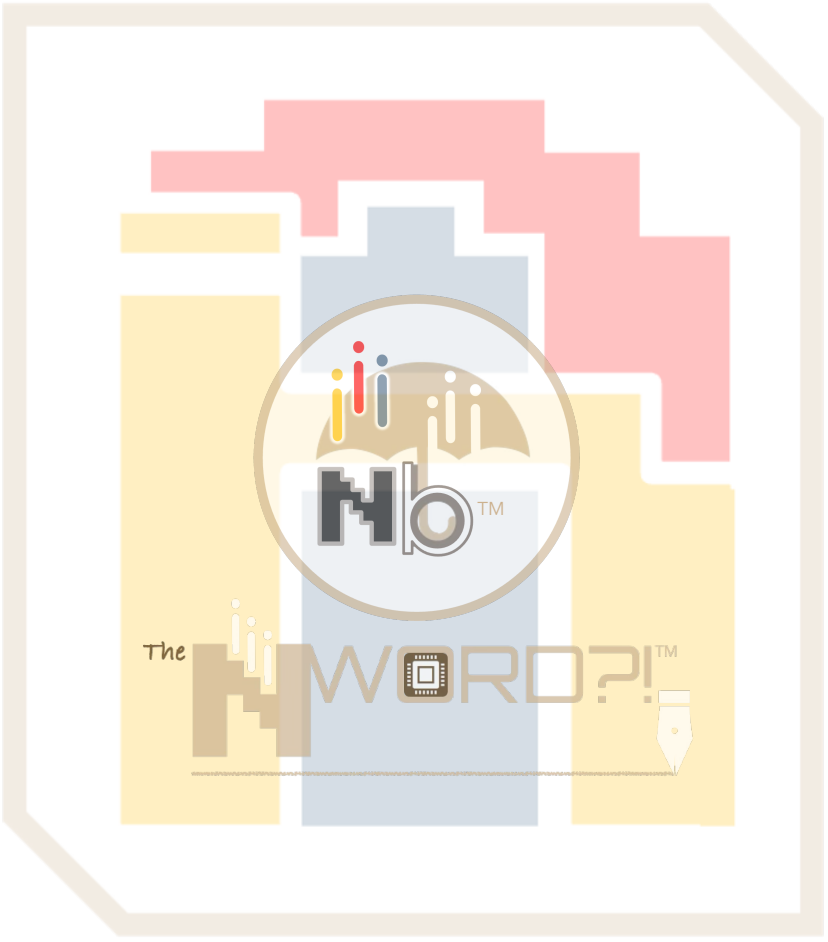
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The Reason The iiiNWord?! Magazine EXISTS!



THE NEED

After a lifetime of dealing with the challenges of being neurodivergent ranging from cPTSD, PTSD, OCD, ADHD, anxiety, depression, hyperacusis, sensory processing challenges, the staff behind *The iiiNWord?! Magazine* desires to bring awareness about the lack of inclusivity, representation, and overall information regarding neurodivergent people who are diagnosed or undiagnosed & their allies.

WHO IS THE CENTRAL AUDIENCE THIS MAGAZINE SERVES

HAi strives to be a leader using its resources to connect the neurodivergent public—primarily identities that exist under the umbrella of Neurodiversity—as to enrich them with technology-based services, tools & products viewed through the lens of **individual**, **business**, and **community** enrichment.

WHAT READERS WILL FIND

Supported by HAi's 4 **H**.**O**.**M**.**E**. Enrichment Holdings Formula—**H**abitats, **O**perations, **M**ethodology, and **E**ducation—*The iiiNWord?! Magazine*'s central functions is to produce & distribute content in regard to the neurodivergent world in every way possible that engages the reader responsibly.

WHAT MAKES THIS MAGAZINE DISTINCT

This magazine shall always be devoted to making the connection between tech-based enrichment **services** + **tools** + **products** and the broad scope of neurodivergent people, the workforce that serves neurodiverse needs, their family & friends who love and care for them & the general public who seek knowledge about Neurodiversity as a whole!

EDITORIAL ATTITUDE of The iiiNWord?! Magazine

Importantly, the overall content provided in this magazine possesses "3" recurring neuro-dynamic lenses as follows:

INDIVIDUAL ENRICHMENT



Readers should look for the thoughtful ways this publication infuses themes, instruction, training, experiences, and/or resources that support individual growth, holistically, mind-body-soul.

BUSINESS ENRICHMENT



Reliable content striving to include elements of operations, leadership, design, research, products, services, methodologies, technology, environments, instruction, and/or training that support organizations.

COMMUNITY ENRICHMENT



Stories that weave programs, spaces, shared resources, relationships, events, services, instruction, training, and initiatives that strengthen groups such as, families, social clubs, etc.



An Unlikely iiiNnovator?!

By The iiiNWord?! Magazine Collaborative Writers

What does the late, GREAT former CEO, Steve Jobs, VERY philanthropic, Bill Gates, and the "SUPER iiiNnovator", Huemility Afupaymiii have in common?! Other than Steve & Bill being considered older "White" men, the 3 share similarities.

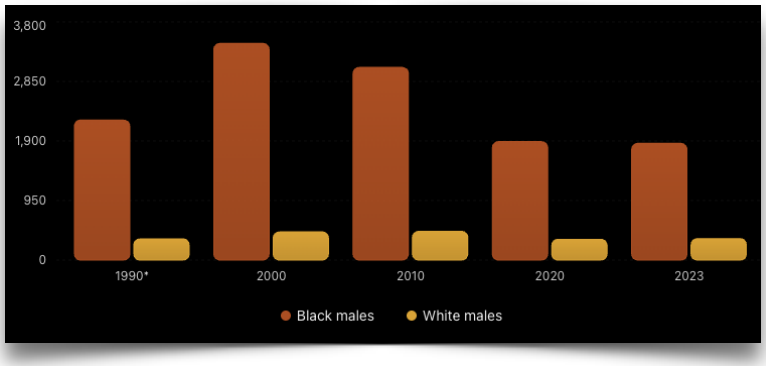
Obvious commonalities–they're of the male specie and were raised in suburban America. Steve & Huemility were both victims of terrible bullying as kids. And though Steve did have a brush with the law, Bill would end up with a mugshot just as Huemility, so technically, ALL three men had misdemeanor run-ins with the "fuzz"–the police. So why the comparison?

The most intriguing commonalities are that all three men are geniuses who displayed a natural interest in technology at a young age; would pursue careers in the tech field & became innovators in the computing space. Other likenesses are that they publicly shared their neurodivergent status–emphasizing how it played a role in the successes they achieved.

However, those similarities between the three men are not as striking as what they don't have in common, which is that both Steve & Bill were "likely" to achieve becoming innovators, whereas Huemility was not. Why is this?

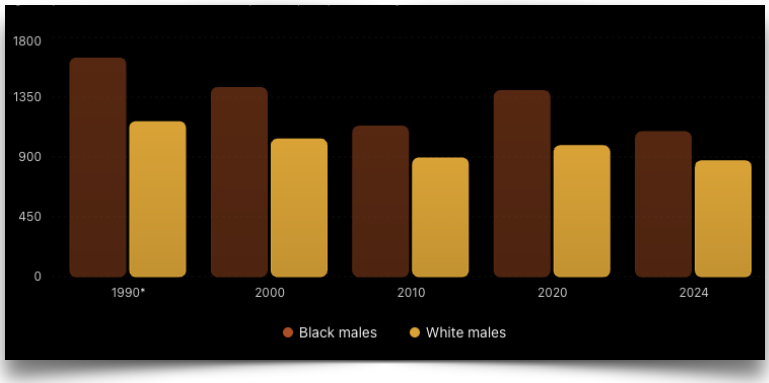
According to factors of social differentiators like race, incarceration, and mortality rates, the likelihood of a "Black" man becoming an innovator in technology presented formidable odds that have weighed against Huemility–a "Black" man achieving such a reality.

Shown below are graphs that put those disparities "Black" men contend with in perspective.



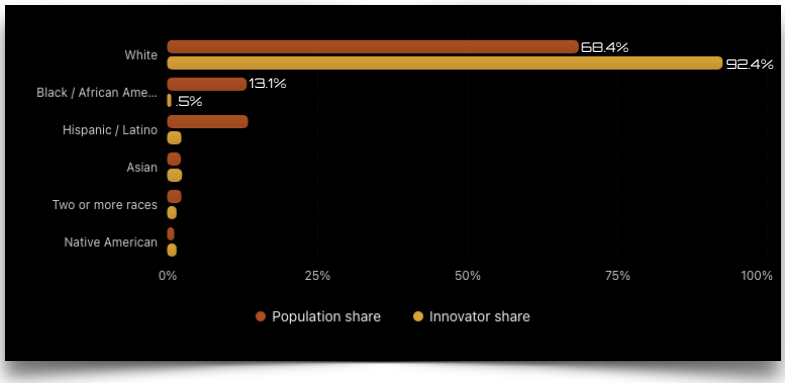
Male imprisonment rates, 1990—2023

Prisoners per 100,000 males of each racial group; selected years



Male death rates, 1990—2024

Age-adjusted deaths from all causes per 100,000; selected years



Who is represented in tech innovation?

U.S.-born population versus U.S.-born innovators in the 2011-2015 study.



Representation in tech innovation, 2011-2015

U.S.-born Black and White innovators as a percentage of the entire survey sample, including foreign-born respondents

The data on those graphs suggest Huemility's racial makeup aligned him to the fate of *an "unlikely iiiNnovator"* within a world where African American males are not among those contributing to tech-based Services + Tools + Products. It's factual that Huemility had no direct role model for tech inspiration while coming of age in New York during the early 1990s, unless you consider the famed TV tech virtuosos, "MacGyver" or the "A-Team." Those highly fictional TV series aside, Huemility had zero real-life influences though he had the qualities of an *iiiNnovator*. But is lack of influence the reason behind why "Black" men are absent from the area of tech innovation? If the answer is NO, then what's causing this disparity with "Black" men BARELY registering as tech inventors and/or aficionados within America, thus making them "*unlikely iiiNnovators*"?!

Relentlessly pounding the iterative AI system to reveal the answer to this question went like this...*Is it true that African American men are the holders of relevant U.S. patents? If so, how many? Have "Black" men's submissions for tech patents dwindled since the turn of the century? Are too few resources being provided from a state & government level, like educational services, to "Black" men who are seeking to become tech innovators hailing from America? Is there not enough prominent influence and/or African American role models pushing the inspiration of being a "Black" tech innovator?! Are slavery and outright discriminatory issues affecting the number of African American tech patents? Does proof exist where tech innovations were stolen from the "Black" man? Has the heart of "Black" men been too humble–too meek–and thus contributing to the fact they account for little to no credit when it comes to patenting their natural sense of techie innovativeness? Do "Black" men discover their innovativeness only in prison or just far too late in life?*

After clicking out of the AI rabbit hole and focusing back into the openness of refreshing human thought, the results yielded an AI-generated synopsis that the LOW number of minority "Black" citizens at 13.5% vs "White" citizens at 72.3%–the majority inhabiting American soil–may suggest a plausible reason for the lopsided reality of who leads in tech innovations. Simply, because "White" is the dominate race in America, then so would the reality of there being more tech patents in their favor be the case. Using AI's conjecture as a basis, an analysis of race & social makeup was performed using the backgrounds of good ole Steve, Bill, and Huemility.

Unlike middle-class Steve Jobs, who's NOT "White", but was an adopted child of "Syrian/Swiss/German" races, or a privileged Bill Gates born of "White/English/German/Scots-Irish" decent, **Huemility**–a "Black/African/Cherokee Indian" man–grew up in the deceivingly safe suburban ghettos of Hempstead & Roosevelt, Long Island, in the thick of the crack and cocaine epidemic.



A two-year-old Steve Jobs riding his tricycle outside his childhood home in South San Francisco, 1957. **(Photo: Courtesy of the Steve Jobs Archive)**



From left to right: Shornita, Huemility Afupaymiii, Monica, and Witney.



The Gates family in 1965. Clockwise from left: Mary, Libby, Bill Sr., Kristi, and Bill Gates (foreground). **(Photo: Courtesy of the Gates Family)**

Both towns Huemility grew up in produced safer pockets where "White" middle-class people lived, which deeply contrasted the hidden suburban horrors of visible drug dealing, street violence, and gang culture of the "Black" under class that mostly mirrored a portion of media producing violent films, derogatory music, as well as savage video games showcasing murder, brutality & criminal elements. For many men like Huemility who grew up "Black" within impoverished American communities, this contrast seemed intentionally casted upon them.

Undoubtedly, Steve & Bill, growing up where they did and both having extreme advantages being classified as "White" in America, contributed to them being "*the likely iiiNnovators*" amongst a few allowed to apply their neurological traits with the help of skin color. Race in America during the 1950's–when Steve & Bill came of age–was retrofitted with atomic family support + expectations & social privileges, i.e., community and government resources. Skin tone and social advantages aside, both "White" men were & are brilliant neurodivergents who advanced our civilization by achieving individual successes in tech, impacting us profoundly.

For Huemility, however, the *iiiNnovations* of Steve & Bill would have no positive affect on Huemility's life as a youngster. Because growing up where he did, Huemility was distracted by the captivating influences of extreme social disparities that were not distant cultural references. He sat, slept, and ate in it–*when food was available*. The social disparagement was dire.

Though the first Apple computer was born in 1976–the same year as Huemility–his time growing up was a totally different type of social programing developing the dreams of "Black" men back then. This fact prompted many "Black" men in the suburban ghettos to be anything but a "nerd," a.k.a., "techie," and/or a "geek". The small but dangerous town of Roosevelt, NY where Huemility barely survived, was nearly 90% African American and possessed a deadly virus downloaded in its social coding that was insistent on derailing Huemility's path toward becoming *an iiiNnovator* in *tech-based enrichment* unlike the more fortunate Steve & Bill.

If a trained professional had diagnosed him during the time he lived in Roosevelt, NY they would have confirmed Huemility's neurodivergent mind was adversely affected by the traumatic environment. Nevertheless, the affects of where Huemility grew up later proved instrumental in the many positive tech-based enrichment experiences & *iiiNnovations* he built with neurodiversity in mind. Some of which Huemility was destined to *iiiNnovate* via www.haiamerica.com, www.huemilitybuilders.com, and www.iiinbrella.com. But these tech-based *iiiNnovations* would take years to manifest into reality because Huemility wouldn't experience the arguably smoother rise into tech success as did Steve & Bill.

Raised in a toxic home stained by the devastation of AIDS *(acquired immunodeficiency syndrome)*, paternal absence, and a mother who suffered from a host of neurological issues, the chronic environmental stress grossly contributed to Huemility's cPTSD *(complex post-traumatic stress disorder)*, OCD *(obsessive compulsive disorder)*, severe hyper-vigilance, depression, and a tendency to hyper-regulate or overcompensate in order to create safety & control. While surviving everyday life in Roosevelt, NY, those patterns of his neurodivergent mind laid the groundwork within Huemility's thinking, building up an ability to convert his neurodivergent traits into ***superpowers*** that would lead Huemility to become *"an unlikely iiiNnovator"* of many tech-based advancements, which enriched Individuals, Businesses & Communities.

This extraordinary neurodivergent visionary–*who beat the statistical odds for minorities of his cultural identity*–found natural ways to channel his cPTSD, OCD, hyper-vigilance + depression into core intention & attitude, naturally converting his challenging traits into positive ways he's enriched himself and countless others. Huemility tells of this journey in narrative form within a riveting 3-part book series he wrote and named...*The iiiNWord?!* These books detail **50** of **Huemility's N'richment experiences via case studies** telling how Huemility discovered & applied ***Neurodivergent Superpower*** to enrich **Individuals**, **Businesses** & **Communities** and become *an unlikely iiiNnovator while being a "Black" man with neurodivergent traits!*

Moreover, these books are the epitome of ***neurodivergent enrichment*** that now exist as cherished holdings within **HAi** (Huemility Afupaymiii Incorporated), which Huemility built via strong partnerships with other like-minded, progressive neurodivergents that includes minorities–BIPOC women.



PT: 1



PT: 2



PT: 3

A milestone *iiiNnovation* in itself, HAi is the brainchild of Huemility Afupaymiii that he officially organized in 2026 within the state of Nebraska, as a tech-based enrichment holdings company, which came on the heels of Huemility's 50th birthday!

Now at the ripe age of maturity, Huemility enjoys the business produced by HAi, which he spent decades researching & developing in variant forms that operates under a vision to acquire Services + Tools + Products it licenses and/or leases to its **two subsidiary LLCs**– **Huemility Builders** & **iiiNbrella** known as "missions".

> *"The businesses I lead today are tribute companies erected to the honor and legacy of my two neurodivergent children...Huemility Yang & Huemility Yin, who are both my namesake,"* says Huemility Afupaymiii with visible pride.

Huemility Builders LLC is a company dealing in educational services that produced an *iiiNnovative* website–www.huemilitybuilders.com–slated to launch in Spring 2027, which shall provide **UPschool'N EMC**–a custom built educational enrichment assignment LLM (large learning model) generator that embodies **three AI platforms** producing lessons for **PRE-K** & **Beyond**. According to the founder's resolute desire, Huemility stated that...

"Each UPschool'N EMC assignment & its associated lessons are generated by safe AI prompting/ stacking presets, which possess neuro-sensitivity for neurodivergents of all ages and neuro-types."

iiiNbrella LLC is an *iiiNnovative* company dubbed the *Amazon of Neurodiversity*, which provides its services digitally at–www.iiinbrella.com. This *iiiNnovation* carries on a legacy possessing the three "iii" at the beginning of its brand such as this very publication–The iiiNWord?! Magazine Moreover, the "iii" represent intuition + imagination + intelligence–also a Huemility Afupaymiii *iiiNnovation*. And the keen mind would notice that the three "iii" exist also in Huemility's provocative last name–Afupaymiii.

"The triple iii used within some of my innovations and last name reps the primary crest of my family & me. They embody all the elements of human life that we hold highest and use to build daily focus," explains Huemility. Details such as the "iii" *iiiNnovation* reveal the level of focus to innovate on the meticulous scale that Huemility's neurodivergent mind is capable of.

To learn about more tech-based *iiiNnovations* like those mentioned above, the chart on the following page lists nineteen noteworthy *iiiNnovations* Huemility Afupaymiii *iiiNnovated*. These and other types of *iiiNnovations* he brained & built pushed the barometer of training and development + safety & wellness, thus enriching popular brands like, **Apple**, **Guitar Center**, **Staples**, and **Lowe's**.



And Huemility's *iiiNnovations* would not stop there. His *iiiNnovative* spirit fueled by ***neurodivergent superpower*** enriched a major intl. subsidiary company called, **PreGel America**, district + state/local run learning institutions (JMMS & RCCC), residential communities (Novel by Crescent + Alexan Luxury Apartments), and an upscale independent senior living facility (Trevi Vibrant).

19	www.iiinbrella.com (Neuro-sensitive MRKT - 7 E-com Aisles = E-Pub, Social-Con, FHAB, Vid-Pic, Aud., Gear & Gallery)
18	www.haiamerica.com (4 H.O.M.E. Enrichment Holdings Formula / Free Publications & Media Resources)
17	www.huemilitybuilders.com (Ed-tech Via UPschool'N EMC - 9 Neuro-sensitive Interfaces Bussing 3 Static AI LLMs)
16	7 Focuses of an Apple Customer S.E.R.V.A.N.T. Mindset (Interview Prep & Post Packet)
15	Huemility Builders Developers Connverse (Community & Legacy Enrichment Events)
14	Coffee-N-Converse (The 7Strings S.E.E.D. Guitar Center Sales Team Review Forums)
13	Horizons (Guitar Center Lessons Grassroots Community Initiatives)
12	The 7Strings S.E.E.D. (Guitar Center Store Employee Elevation Development)
11	The 7Staples Team Huddle (Staples Designs & Metric Evaluation Training Manual)
10	The Re-9 (Lowe's Back End & Departmental Revitalization Initiative)
9	Unilateral Coalition (Lowe's Store Departmental Unification Initiative)
8	Sweet 16 (Lowe's Front End Department Training Manual)
7	BowTie Bunch (Lowe's Leadership Development & Camaraderie Building)
6	Smart-Stats (Lowe's Metric Evaluation Training System Manual)
5	Funwork (Lowe's Training Manuals & Leadership-Development Activities)
4	The Afupaymiii Spiritual Famiiily Tree (Intergenerational Experience / Event & Lifestyle Concept)
3	Rage & Despair 101 (Web Solutions & Marketing Research Program)
2	Be "A" ME↑ (Mentoring Program)
1	i.e. (Holistic Wellness Initiatives)

Those simple & complex tech-based *iiiNnovations* authored by Huemility enriched individuals and businesses with recognizable names as well as whole communities over the span of 30 years & counting. Moreover, these 19 tech-based *iiiNnovations* are being used by the subsidiaries–"the missions" of **HAi**.

By all accounts, the reader has discovered how Huemility Afupaymiii is a neurodivergent "Black" man of vision + unique *iiiNnovation* ability, who sprouted from humble, hard beginnings as a minority in America and lived experiences different than his "White" bros in tech, Steve Jobs & Bill Gates. Nevertheless, Huemility managed–*by the grace of GOD, the iiiNnovator of iiiNnovators*–to be resilient amid social hurdles compounded by his neurodivergent traits, thus making Huemility Afupaymiii "*An Unlikely iiiNnovator*"–*an unlikely...*

intuitive, imaginative, intelligent,
neurodivergent nurturing opportunities
via aspects that optimize reality!



Who's "Shape'N" The Support System For Neurodivergents In America?!

By: Huemility Afupaymiii

WARNING, such a question may "drive you to drink" or lose sleep if you're not used to reading about the popular stain of disparity regarding racial imbalances such as inequality & underrepresentation. Occupational imbalances among job/careers amid industries associated to Neurodivergent minorities is actually happening in 2026. It's fair to state that Neurodiversity possesses desirable, righteous-types of work that touches nearly ALL of Americans—and dare I make a speculative claim—*the entire planet!*

The upshot while seeking the answer to "who's shape'N the support system for neurodivergents in America," is that I didn't develop a drinking problem, but I definitely lost sleep while uncovering the disparaging answer and deciding on how to convey the totality of this raw subject to the general public in a responsible way.

For the record, this valuable report about my findings serves as a service to the reader. In it, I seek to expose how neurodiversity-type professions are grossly underrepresented by **gender**, **race**, and **ethnic representation**.

These facts are based on strong research of National Workforce Data, which makes the stark differences unavoidably visible. And understanding & sharing the mind-blowing results are not meant to cast blame or claim conspiracy.

Instead, this factual report is meant to enlighten the moral-minded reader interested in asking more precise questions about who enters these important neurodiverse professions, whose perspectives inform decisions within them, and where participation in these essential fields of neurodiverse work could be broadened for ALL genders, races, and cultures to make meaningful contributions regarding inclusivity amid neurodiversity.

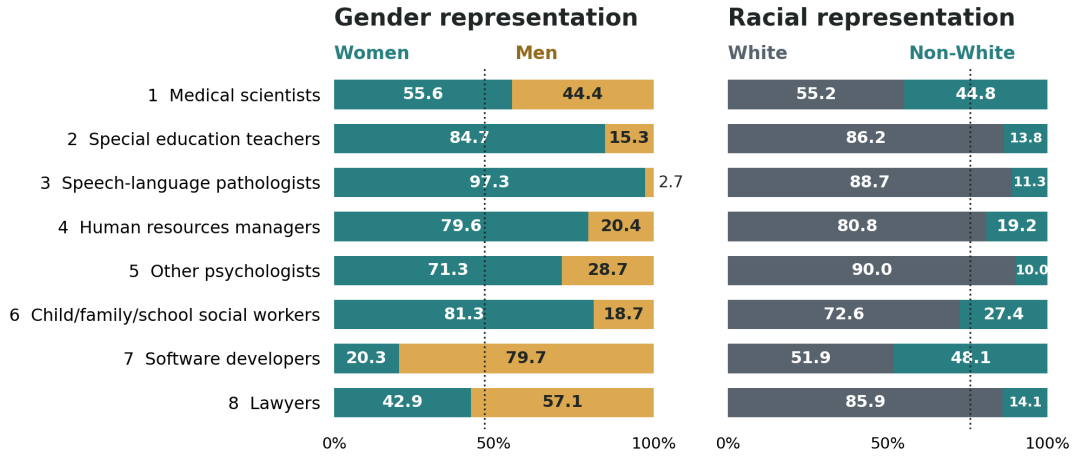
And as an African American man of Cherokee Indian descent, I desire this report to serve as an informative inspirational resource for minorities—specifically MEN—of every race & ethnic background who represent a low register in meaningful careers existing within The 8 Neurodiversity Occupational Umbrellas Guide shown below:

1. Medical Scientists	5. Other Psychologists
2. Special Education Teachers	6. Child/Family/School Social Workers
3. Speech Language Pathologists	7. Software Developers
4. Human Resources Managers	8. Lawyers

Representation Across Professions In 8 Neurodiversity Occupational Umbrellas

The eight occupational umbrellas where inclusivity is sparse can be seen in U.S. workers age 16 & older in 2025.

Dotted black lines below mark the overall workforce shares: 47.1% Women and 75.7% White.



Figures 1 and 2. Men and non-White shares are calculated complements. These are occupation-wide figures, not umbrella averages.

Chart Showing Two Professions Per 8 Neurodiversity Occupational Umbrella

In this chart all values shown display comparative percentages where women + the white race are the majority. Occupations may fit more than one umbrella.

	The 8 Neurodiversity Occupational Umbrellas *> with two professions <*	Women	Men*	White	Non-White*	Black	Asian	Hispanic / Latino
1	Medical scientists	55.6	44.4	55.2	44.8	5.8	34.2	7.3
	Biological scientists	47.8	52.2	81.1	18.9	3.5	10.2	6.7
2	Special education teachers	84.7	15.3	86.2	13.8	8.4	2.6	12.2
	Educational, guidance, and career counselors advisors	77.0	23.0	73.6	26.4	18.8	3.4	19.1
3	Speech-language pathologists	97.3	2.7	88.7	11.3	7.4	2.9	8.1
	Occupational therapists	92.4	7.6	89.9	10.1	3.9	3.8	5.8
4	Human resources managers	79.6	20.4	80.8	19.2	9.8	5.9	13.3
	Training and development specialists	54.4	45.6	72.0	28.0	17.7	5.3	13.9
5	Other psychologists	71.3	28.7	90.0	10.0	4.8	5.1	6.7
	Mental health counselors	72.6	27.4	71.4	28.6	22.0	4.0	7.2
6	Child, family, and school social workers	81.3	18.7	72.6	27.4	24.3	0.5	21.3
	Healthcare social workers	81.5	18.5	69.4	30.6	16.2	6.6	11.8
7	Software developers	20.3	79.7	51.9	48.1	5.4	39.8	6.1
	Web and digital interface designers	57.0	43.0	81.7	18.3	6.1	12.2	12.2
8	Lawyers	42.9	57.1	85.9	14.1	5.9	6.0	9.2
	Social and community service managers	73.9	26.1	74.0	26.0	16.2	6.1	12.6

* Men = 100 − Women; Non-White = 100 − White. White includes White Hispanic workers. Hispanic/Latino overlaps race and must not be added to racial shares. The table does not separately report Indigenous representation. Overall workforce benchmark: 47.1% women, 52.9% men, 75.7% White, 24.3% non-White, 12.7% Black, 7.5% Asian, and 20.0% Hispanic/Latino.

Reading Race & Ethnicity Correctly When Studying The Lack Of Inclusivity Inside The 8 Neurodiversity Occupational Umbrellas



BIPOC (Black, Indigenous & People Of Color) is not a category in this table. The non-White complement excludes White Hispanic workers and is not an exact BIPOC measure. Indigenous, Pacific Islander, and multiracial workers are included in totals but not separately displayed.

Clear Disparities And Pathways Lacking Representation In Neurodiverse Work

Professional pathways show different gaps. Speech-language pathology is 97.3% women; software development is 20.3%, compared with 47.1% in the overall workforce. Other psychologists are 90.0% White, 14.3 percentage points above the workforce share. That category does not represent all psychologists.

A combined non-White share can obscure who is represented. Software developers for neurodiverse tech are 48.1% non-White, including 39.8% Asian, but 5.4% Black and 6.1% Hispanic/Latino.

The latter two shares are below workforce benchmarks of 12.7% and 20.0%. Child/family/school social workers show a different pattern: 24.3% Black and 21.3% Hispanic/Latino. These descriptive differences warrant investigation even though the data does not establish discrimination or its causes; it displays clear disparities nevertheless.

To be completely transparent, the data of inequality living within the eight neurodiversity occupational umbrellas is shocking, though it's important to know that the categories overlap and are not official industry classifications.

In addition to those important factors, the occupational charts also reveal representation gaps. And after deep analysis, a person could surmise those gaps do not establish the causes of inequality, identify neurodivergent professionals in either occupation, or determine whether a particular service is effective. But what the chart & numbers show is there's great opportunity for **Individuals** + **Businesses** + **Communities** to investigate the gaps these charts show diligently as to help develop realistic responses that expand access into expertise & professional work, which can ultimately provide necessary N'richment to ALL Neurodivergent Identities.

Ways The 8 Neurodiversity Occupational Umbrellas Can Yield Inclusive Enrichment Opportunities For Minorities With A Focus On IBC (Individual - Business - Community)

Individual Enrichment Occupations: Mentorship, career guidance, and accessible training offer concrete places to examine umbrella participation. Programs can ask if minorities are discovering these neurodiversity-based careers, completing job preparation, receiving support to advance within the many fields of the neurodiversity workplace. Including neurodivergent minorities in paid advisory and research roles is a proposed way to bring lived experience into decisions surrounding neurodiversity; results should be evaluated by professionals in the related field.

Business Enrichment Occupations: Employers within the neurodiversity workspace can examine recruitment, development, retention, and promotion for job applicants separately. Broad workforce representation will not establish who leads teams or shapes products. Review & revise marketing strategies as to attract minorities, creating paid entry pathways, and involving a wider range of contributors are practical options to assess. Set measurable goals and track whether participation & advancement in minorities being hired for jobs within neurodiversity improve.

Community Enrichment Occupations: Schools, libraries, homeschool co-ops, social clubs, religious organizations, professional associations (e.g. small-medium businesses & corporations), and local organizations can connect residents with neurodiversity-based career information as well as training partners. Community input can help identify obstacles minorities face within the neurodiversity job marketplace worth testing, such as cost, transportation, scheduling, or inaccessible application processes. These are proposed areas for inquiry, not barriers proven by this occupational dataset.

Making Partnerships To Fill Gaps Where Inequality Exist Within The 8 Neurodiversity Occupational Umbrellas

Minority inclusivity begins with partnerships and a clear way to measure change. Because it is crucial that the good women & men already serving underrepresented fields in neurodiversity be essential partners to the natural rise of inclusivity within our nation. Awareness of neurodiversity is growing by 64% as stated on understood.org, and related language is appearing .8% more frequently in job postings as seen on Indeed Hiring Lab—from professions supporting neurodivergent people to employers seeking a broader range of talent. Yet greater visibility still needs to translate into accessible opportunities for minorities and men in particularly and lasting support.

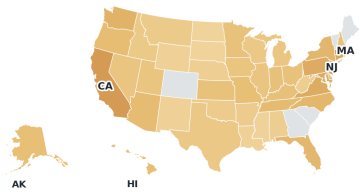
All-in-all, races & cultures have become comfortable with mental health and are becoming familiar with terms like ADHD, Anxiety Disorders, Autism, Bipolar, Depression, Dyscalculia, Dyslexia, Dyspraxia, Intellectual Disability, OCD, PTSD, Sensory Processing Disorder & Tourette Syndrome. Building partnerships with minorities can benefit those 13 identities listed under the neurodiversity umbrella via individual support, business decisions & community work from a fresh culturally rich perspective. To close out this article, I'm providing a valuable resource to help bring inclusivity within the 8 Neurodiversity Occupational Umbrellas. Below are two graphics with maps describing where to find the jobs and their expected salaries. *"See ya under the umbrella!"*

This Map Shows States Where The 8 Neurodiversity Occupational Umbrellas Exist…



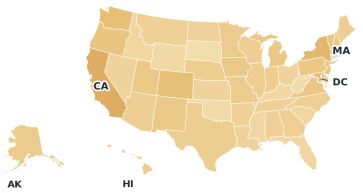
Pay Based On Where The 8 Neurodiversity Occupational Umbrellas Exist…

1. Neurodiversity, Neurodevelopment & Cognitive Differences



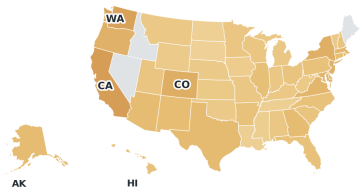
Highest available means: CA $133,926 • MA $133,545 • NJ $128,067

2. Education, Learning Sciences & Human Development



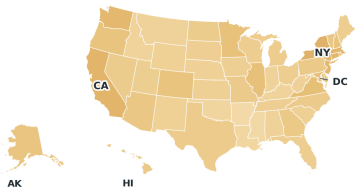
Highest available means: CA $116,813 • MA $112,030 • DC $110,164

3. Accessibility, Assistive Technology & Universal Design



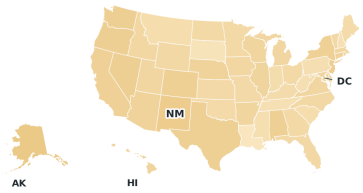
Highest available means: CA $131,981 • WA $126,852 • CO $115,991

4. Workforce Development, Employment & Neuroinclusive Business Practices



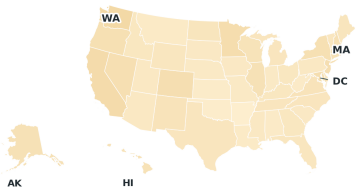
Highest available means: DC $126,176 • NY $112,420 • CA $109,601

5. Psychology, Behavior, Communication & Executive Function



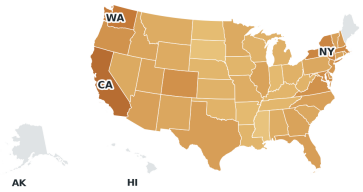
Highest available means: AK $89,383 • DC $85,246 • NM $85,226

6. Independent Living, Family & Community Development



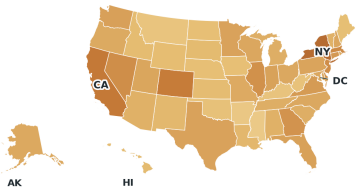
Highest available means: DC $74,633 • WA $70,643 • MA $68,709

7. Technology, Human Factors, UX & Inclusive Product Design



Highest available means: CA $176,359 • WA $164,097 • NY $153,428

8. Research, Advocacy, Public Policy & Disability Studies



Highest available means: DC $223,690 • NY $177,356 • CA $164,928

Annual mean pay • Same scale on all maps



Composite = Σ(employment × annual mean wage) ÷ Σ(employment), using published pairs. Occupational mix affects comparisons.

Unpublished components are omitted, so counts may be incomplete. Umbrellas overlap; do not add their totals together.

Gray = unavailable; pay is also withheld when wage coverage is below 90% of known employment. Pay is not adjusted for living costs.

MORE Than a >>> SCREEN Between US!

By The iiiNWord?! Magazine Collaborative Writers



Social media, video calls & shared digital spaces are often blamed for pulling people apart within habitats. There's a lot of truth in such claims, but used with more intention, those same technological tools can bring habitats together in a more enriched way. Advances in smart phones, laptops, tablets, watches, and more, allow Intergenerational Experience spaces to be possible where neurodivergent people of all ages can enjoy more than one way to participate, communicate & belong.

Think for a moment of a grandmother with timeless lived experiences leaning deeply into a laptop's screen while a child filled with wondrous questions sitting beside her studies photographs of generations before him appearing vibrant on a tablet's screen. A significant someone in a country far away and of another generation waves from the video-call window.

From the outside, it looks like an ordinary family moment interrupted by screens-on-screens. Look closer, however, and the technology being used allows generations of people access inside the same experience—hence the pretense of intergenerational power! This level of connectivity matters in large or small neurodivergent families & communities.

Autism, ADHD, dyslexia, dyscalculia, dysgraphia, dyspraxia or developmental coordination differences, Tourette and tic disorders, sensory-processing differences, communication differences & overlapping neurotypes can shape how someone manages attention, conversation, sensory input, language, and social expectations. None creates a universal digital preference. But together neurodivergent traits expose weakness in the traditional definition of socializing. Far too often, social participation is measured by who can comfortably sit in the room, follow convo & respond at its pace.

Technology can —— *loosen* —— the tight neuro-noose of social rules.

Imagine a scenario of a neurodivergent teenager with high anxiety struggling to enter a fast-moving conversation between his aunt & a cousin during a family reunion. Thankfully, today's tech is a game changer enabling that teen to send a message later, which eliminates the likelihood of neurological rage & despair that would surely unsettle the teenager if he or she attempted to force typical/physical interconnection otherwise. In other examples of tech's usefulness within neurodiversity + intergenerational experiences, think of a child with ADHD showing a grandparent who suffers from hearing loss & dementia their favorite kid-vid instead of attempting to explain this intense interest.

With the innovation of modern tech applied responsibly, family photographs could become prompts for sharing stories. Voice notes can replace the stressful spotlight of interpersonal phone calls. Captions can support spoken language. Undesirable, uncomfortable eye contact is mitigated as to prevent loss of social engagement.

Even video calls—the seemingly closest digital imitation of face-to-face conversation—can be reshaped benefitting neuro-sensitive people. Cameras can remain optional. Visits can be shorter. A shared game, recipe, photograph or project can give the interaction a purpose beyond simply "talking."

Research into autistic people's use of digital communication has documented some of this tremendous social flexibility. Online communication can provide greater control over participation, and for some neurodivergent users, lower sensory demands, which is awesome! Other studies have discovered and documented that live video interaction can support learning for autistic adults rather than inherently diminishing it.

Importantly, the benefits of technology can move in both directions across generations young & old. Powerful research into digital intergenerational programs has found that technology training can increase older adults' confidence using digital communication, while video-based programs have shown potential for strengthening contact with family and younger generations.

But access strengthened by technological advancement is not the same thing as inclusion for neurodivergents.

A social media or web-based platform that lacks neurological safeguards can be packed with autoplaying video, alerts, pop-ups and shifting menus, which turn connection for certain neurodivergent people into unpleasant cognitive work and often times—ostracizes them. Moreover, constant notifications can fracture some neurodivergent's ability to maintain attention. Video calls can put expectations upon neurodivergent people where stress arises within them about how their facial expression, eye contact and immediate responses may be seen and/or felt by others they're interconnecting with.

Social media can provide community while simultaneously bringing comparison, misunderstanding, privacy risks and the peculiar pressure of always being reachable.

The answer is not simply more technology. It is more choice in the way tech is used. And the choice of pairing tech with intergenerational experience is superb for routine technology usage—not as a replacement for connection, but as an enrichment whenever plausible to aid in situations where neurological & logistical obstacles are issues.

A genuinely enriching social space for neurodivergents within an intergenerational environment might move fluidly between the physical & digital realities: conversation for one person, text for another, a shared screen suits someone else, and quiet observation for the person who wants to participate from the edge of socialization before moving closer. This is where technology becomes less of an ordinary **Service + Tool + Product**—

"more than just screens between us!"

NEURØ-Sensitive STORES

By The iiiNWord?! Magazine Collaborative Writers



Retail technology is usually sold as a way to move merchandise faster. But visual guidance, digital planograms, smarter inventory systems and structured task tools may have another effect: removing unnecessary cognitive barriers from work for people whose brains process numbers, sequences, sensory input & information differently.

Before the doors of MOST retail stores open, there's typically a neurological obstacle of OPERATIONS waiting for employees & customers of ALL neurodivergent types in the aisles.

For decades, much of the OPS work within a store depends on the employee doing the translation, which can be a neuro-***nightmare!*** Within these environments employees must face daunting planograms, remember vast product locations, find the merchandise, count it, place it correctly, notice what is missing, and move to the next instruction—often while customers, the sudden burst of screeching radio noise, blaring alarms, and high-strung co-workers compete for attention. But imagine the store itself being the great tranquilizer to such neurological rage & despair.

The screen of a store's technological tablet and/or smart phone can highlight the correct shelf for neurodivergent employees who may struggle with focus. A powerful scanner confirms the product, while a visual cue identifies the next item location needed to be worked. Computer vision compares the finished display with its digital planogram and important inventory updates without another handwritten count, which a worker might find difficult to task.

Though the employee gets neurological relief from the tech-based devices within a store, make no mistake about it, the employee is still doing the work. The store's system has simply stopped requiring the employee to carry every piece of information in their head. This imperative distinction has become increasingly important as retailers think more seriously about neurodivergent workers.

Autism, **ADHD**, **dyslexia**, **dyscalculia**, **dyspraxia**, **Tourette** and **tic disorders**, **obsessive-compulsive disorder**, **sensory-processing differences** and **other cognitive or learning variations** do not produce one set of workplace needs. Two people with the same diagnosis may process the same task differently.

What technology can address are the **friction points underneath the task expected of non-typical employees**.

For a neurodivergent who finds numerical processing difficult, an inventory system that translates quantities into visual prompts may remove unnecessary calculation. For a neuro-employee who works better when sequences are explicit, a digital checklist can turn a vague instruction such as "recover the department" into a visible progression of aisles, shelves and actions.

Color can become another layer of information. In a large field study of more than 112,000 retail-order picks, adding color-coded information to digital picking locations accelerated the picking process by as much as 17 percent.

This data does not mean "color coding treats **dyscalculia**." It means visual differentiation can reduce the amount of searching and interpretation a neurodivergent worker must perform. Good design also pairs color with numbers, text, symbols or position so color itself is never the only instruction.

Then there is the planogram!

Retail has long relied on these shelf maps to create consistency across stores. Their value for some neurodivergent employees may lie less in strictness than in **predictability**. There is a visible answer to the question: *Where does this belong?* The newest store/warehouse systems can take that further. Researchers reporting in *Scientific Reports* described a computer-vision planogram system designed for deployment across more than 7,000 convenience stores in Taiwan. Employees with diverse neurological identities can photograph shelving, while the system detects products, compares their positions against the intended arrangement and identifies discrepancies.

What once depended heavily on visual memory and manual checking can become a guided correction process.

The same principle extends beyond merchandising. RFID and automated inventory counts can reduce repetitive reconciliation. Pick-to-light and guided fulfillment has proven to direct workers toward a location instead of requiring them to repeatedly search for it. Digital task queues can identify what should happen next. Written instructions, flowcharts, pictorial prompts and color-coded priorities are also among the workplace strategies recommended by the Job Accommodation Network for executive-function challenges.

Taken together, these systems suggest an emerging retail environment, in which **competence becomes less dependent on one preferred style of thinking**.

But there is an important catch. Technology of this level can remove cognitive load—or simply relocate it.

A handheld filled with alerts, flashing priorities and changing menus can become its own source of neuro-overload. Productivity dashboards transform helpful prompts into constant surveillance. Interfaces that change without warning making routines harder to learn. Too many notifications may fracture attention instead of organizing it.

Even strict standardization deserves care. Predictability may be reassuring or useful for some workers, including people who experience anxiety around uncertainty or rely heavily on established routines. But obsessive-compulsive disorder is not simply a preference for order, and inflexible workplaces are not automatically an accommodation.

The better goal is structured flexibility: clear information, consistent processes and multiple ways to complete the work when possible. This is a different vision of retail technology from the one usually presented in boardrooms. Efficiency still matters. So does accuracy, labor hours and inventory. But truly neuro-*Sensitive* **Stores** could accomplish something quieter. More sensitive stores housing the right tech can remember the sequence, calculate the quantity, show the location, flag the mistake, preserve the routine, and leave more of the neurodivergent worker's attention available for the part no tech truly replaces: **judgment**, **problem-solving**, **service & human connection**.

When Learning is LiVED!!!

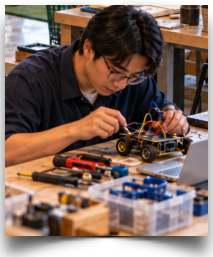
By The iiiNWord?! Magazine Collaborative Writers



Craft it!



Build it!



Repair it!



Cook it!



James Anderson, Former NFL Linebacker, long drive-golfer, and advocate for Neurodivergents!
Photo courtesy of James Anderson

Swing it!

For neurodivergent people, tactile & kinesthetic METHODOLOGIES can transform learning from something explained into something experienced! And whether it's through advanced tech like new sensors, smart equipment & augmented reality, all experiences are increasingly responsive. This report uncovers how they make learning LiVED!

No single individual is credited with inventing the phrase **"getting into the swing of it!" (or "getting into the swing of things!")** Like many idioms, the saying evolved naturally over time by humanity rather than being coined by a specific inventor according to the Cambridge dictionary. So why is this well known idiom being mentioned in an article centered around tech-methodologies? The answer exists in a neurodivergent person's ability to feel more connected to learning, which is achieved more so by them embracing methods that help them **get into the swing of things**—*actively learn*—through "**touching**" and/or being "**assisted**" during the process.

This notion is a reality in sports where sensors are attached to the shaft of golf clubs, which measure movement through a swing. Launch monitors such as **TrackMan** analyze what happened at impact of golf balls. Newer smart-club systems combine motion sensors with cameras, while wearable devices can vibrate when a learner's swing position needs adjustment. Even LED-equipped training golf clubs have been developed to provide a visible reference point that helps the golfer maintain positioning through the swing.

With this level of technological advancement students no longer have to wait for a trainer to say, *nope…that was wrong*. The methodology of using smart-tech equipment can respond while the body is still learning. This intersection of **touch, movement & technology** is becoming increasingly important far beyond sports and into a variety of applications where tactile learning is putting information into the hands of **a technician**, **cook**, **trainees of all types**, and a **craftsperson** using the tactile learning method to discover pressure, texture & alignment through materials.

Kinesthetic learning extends the tactile learning experience through the whole body albeit: **swinging**, **lifting**, **walking** a route, **rehearsing** a procedure, **positioning** equipment or repeating a sequence until the movement becomes familiar.

Overall, **tactile** & **kinethestic** learning **methodologies** are the advanced way to live the lesson—to become it.

So what actually constitutes the tactile & kinethestic methodologies that support Neurodivergents?!

Within the tactile learning method, neurodivergents seek to understand, process & remember information best through touch, physical manipulation, and hands-on experience—sitting & listening to learn is OUT!

The Kinesthetic learning methodology is a hands-on approach where neurodivergent individuals acquire + retain knowledge via physical movement, touch, and direct participation NOT passive listening or reading.

For neurodivergent people—including those with Autism, ADHD, dyslexia, dyscalculia, dyspraxia, Tourette and tic disorders, sensory-processing differences and executive-function variations—the additional pathways of **tactile** & **kinethestic** **learning methodologies** can be especially useful when **text**, **numbers**, **long verbal instructions** or **working-memory demands** create unnecessary friction. And bring in smart technology to be paired with the methodologies of **tactile** & **kinethestic** nurture the learning approaches are amplified, thus bringing neuro-alignment.

In *manufacturing* & *technical training*, **augmented-reality headsets such as Microsoft HoloLens 2** can place digital instructions directly over physical equipment. For example, instead of a neurodivergent assembly worker repeatedly shifting their attention from a manual to a machine, using this methodology can help them see the next component, sequence or instruction while performing the actual task.

Research systems have gone even further by pairing augmented reality with **force sensors** that can detect an assembly mistake made by the worker their headset's camera cannot see.

Other training systems use **vibrotactile bracelets**. Rather than telling someone verbally that the hand or arm has moved incorrectly, small vibration motors can deliver information directly to the worker's body.

In sports, the same language is rapidly developing. Taking a look back into advanced tech-based golf training, smart golf equipment has incorporated **accelerometers, gyroscopes, strain gauges and inertial measurement units** into or onto a golf club. Researchers have demonstrated that these sensors can detect aspects of swing technique and even estimate where the club-face struck the ball. Smartphone-based systems have also provided real-time audio feedback when a golfer's head moves incorrectly during a swing—a **BIG** game changer in the precision sport where notable neurodivergents thrive such as, **Bubba Watson** (ADHD), two-time Masters Champion (2012, 2014) & 12-time PGA Tour winner. Another neurodivergent golfer is **Billy Mayfair** (Autistic), a veteran five-time PGA Tour winner who famously stands as the ONLY player to ever beat **Tiger Woods** in a PGA Tour playoff match!

Feedback from technological methodologies can also be visual. Some golf-training devices use LEDs as positioning cues, while camera-and-sensor systems can highlight body positions on a screen when alignment differs from a target. Additionally, wearables can turn the same correction into a vibration. The important innovation is no longer the golf club itself. Smart tech has the ability to translate an abstract instruction—*keep your position*, *rotate here*, *apply this much force*—into something a golfer can see, feel or immediately correct enriching their tactile learning experience.

AND THE SAME PRINCIPLE CAN SUPER ENRICH EVERYDAY LIVING EXPERIENCES THE SAME!

A cooking application can pair video with step-by-step timers. Or a smart fitness mirror or motion-capture system is capable of demonstrating movement and comparing form. **Virtual-reality simulators** can allow a person to rehearse in unfamiliar environments without the consequences of a real-world mistake. Augmented-reality instructions can guide furniture assembly, equipment maintenance or vocational training like nursing while the user's hands remain on the actual task.

None of the data within this article means a neurodivergent should be classified permanently as a "**tactile learner**" or "**kinesthetic learner**." Research does not support assigning neurodivergent people or typical thinkers a single fixed learning style. A better approach is to ask what the learning task demands—and what type of technology/methodology can be a benefit.

Ultimately for one person, neurodivergent or otherwise, a diagram may be enough to engage and teach them. But someone else may need to hold the component or physically perform the sequence if to grasp knowledge & learn. Nevertheless, ALL methodologies are technically advancing the state of neurodiversity pushing the holistic bar of

global human health—**mind** + **body** + **soul** *when learning is* lived!!!

The AI Classroom has NO WALLS

Artificial Intelligence Inside Public, Private & Homeschool Environments!

Written by The iiiNWord?! Magazine Collaborative Writers

Imagine a neurodivergent student with **dyscalculia** getting constantly stuck on algebra problems. **In a public school**—the next step may be to be provide that student an AI tutor approved by the district and loaded onto a managed device. **At a private school**—an innovative teacher can choose a specialized AI platform, restrict AI entirely or build it directly into the course work. **Within a home**—a parent can apply AI at the kitchen table by safely prompting it to explain a problem five different ways for the neurodivergent student. Though each of those three aforementioned scenarios involve AI being a hero, the educational environment differs.

This difference is becoming increasingly important as artificial intelligence moves from novelty to normalized infrastructure. In 2026, 70 percent of U.S. teens—*some likely to be neurodivergent*—surveyed by Common Sense Media said they were using AI for schoolwork. Among AI users, 63 percent reported using it at least sometimes to obtain answers rather than work all the way through the problem themselves. The most consequential question may therefore no longer be whether typical & non-typical learners will use AI. It is what the innovative machine is being allowed to do for them.

Artificial intelligence is already **tutoring**, **grading**, **planning lessons** and **answering homework questions across public schools**, **private classrooms + homeschool environments**. And its greatest advantage for teachers, students & caregivers alike is arguably the personalization of learning adaptation at a scale education has rarely known. However, AI isn't without flaws. The dangers artificial intelligence possess is how it can make human learning feel complete before deep thinking has actually happened. This is a crucial factor for the AGI (Artificial General Intelligence) era on the rise—a transformation with tons of official and unofficial tech + economic "gurus" like Bill Gates claiming AI is powerful enough to cause "a billion deaths" in many controversial ways.

Apparently, spending hours busting braincells while prompting old & new knowledge regarding personal and professional efficiency & meaningful growth is NOT a good thing for human advancement. But what about the majority of humanity whose NOT advancing personally and/or professionally?! The rise of AI and other tech has proven to be a great equalizer liberating those ostracized from positive experiences due to neurological differences.

If one compared AI to past era-ending technological advancement that humans thought for certain would destroy "The Master Creator's" divine intuition, imagination and intelligence within us all, was the rise of books! Of course we know those paperback paradigms of information has surely done its fair share of fostering danger to humanity but makes up for it by advancing civilization monumentally across the lanes of **creativity + spirituality + sciences**.

The fact that books haven't D-Day'd humans yet, it's conceivable humanity will indeed tame the wiles of AI's super-duper-easy-all-done ability, which has prompted misuse & abuse due to its always welcoming, obedient servant-type vibe of assertive + passive support that fosters alarming reassurance for humans who rely on AI personally & professionally for sole thought. Factors such as those have old, rich men scared. But it cannot be ignored that AI is doing wonders when used wisely, aiding mental, physical & spiritual disease in people. And this article covers aspects of all—both good & bad regarding AI's boundless, vast educational advantages when used in ***public + private + home*** *learning environments advancing neurodiverse needs—niche N'richment where the AI classroom has NO walls!*

Public Schools: **AI Power at Scale**



Public education offers AI something few other environments can: reach?!

A district can deploy an **AI approved tutoring system** across thousands of devices, connect it to curriculum, train teachers, establish privacy rules and monitor how it is being used. If this is safely done, an AI system on that scale could bring forms of **kinesthetic** support to students–*neurodivergent in particular*—who would likely never have access to a private tutor. Evidence of this has emerged in public educational spaces and is promising—but very complicated.

In a two-year randomized experiment across 18 Tennessee middle schools, students assigned to use **Khan Academy** with its **AI tutor**, **Khanmigo**, during remedial math sessions showed measurable gains in mathematics achievement. Yet students used the conversational AI itself relatively infrequently and the researchers noted that the results looked similar to gains previously associated with ordinary Khan Academy practice. *This distinction matters!* Sometimes the "AI effect" may actually be the result of structured practice, immediate feedback and more time engaged with the actual learning material.

Specialized systems offer another model. **Amira Learning**, an AI-assisted reading platform, has been deployed at substantial scale in elementary education. A large Louisiana study involving more than 79,000 K–5 students produced at least one statistically significant positive finding, although federal reviewers rated the study as meeting evidence standards with reservations!

Public systems also face the inverse problem of scale: one weak AI decision can affect thousands of learners at once. Procurement moves slowly. Teachers may receive an AI tool before receiving enough training. Privacy, accessibility and age appropriateness become institutional rather than individual questions. Overall, a public school district should seek to protect students from careless AI use BEFORE launching plans to institutionalize it.

Private Schools: **Artificial Freedom**



Private schools can experiment with AI more freely?!

Small privatized schools could pilot an AI tutor with one grade, combine it with seminar instruction, create its own rules around generative writing and/or **purchase assignments generated from AI-based technology** provided by strong platforms such as **UPschool'N EMC**—a super powerful neurodivergent-specific, assignment generator being offered @ www.huemilitybuilders.com—without waiting for districtwide approval. Also, private schools can pair sophisticated AI software with small classes of typical + neurodivergent pupils and extensive teacher supervision to produce amazing learnability. This generates an enhanced classroom that breaks down the "WALLS" of student-stagnancy, lame-lesson plans and grows unusually thoughtful implementation creating enormous learning variation benefitting non-typical learners with neuro-sensitive lesson building technology.

To ensure safe use, a private school should use AI ONLY after students demonstrate independent mastery of it. The disadvantage is also AI's undeniable flexibility. Because **without strong instructional leadership like kinesthetic support,** "personalized assignments" can become a polished phrase for giving students—like those with neurodivergent identities—more time alone with AI software, which can raise the potential for undesirable learning scenarios to occur.

Homeschool: **AI At The Kitchen Table**



Homeschooling removes another layer between the neurodivergent learner and the advancement of AI technology.

Supportive parents/guardians of non-typical at-home learners can prompt their choice of various AI platforms to **rewrite a science lesson to suit a neurodivergent learner's specific needs, i.e.,** *building neuro-sensitive lessons around favorite subjects*, *turning a historical period into a year-long unit study*, *generating a quiz*, *translating unfamiliar vocabulary or explaining the same concept through audio + image + document-enriched multimedia*.

For homeschool environments using AI to aid in teaching neurodivergents of multiple ages—or a learner moving substantially above or below conventional grade level—AI adaptability can be extraordinarily liberating.

Tools such as **ChatGPT Study Mode**, **Google Gemini Study Notebooks**, **Microsoft Copilot's Study and Learn Agent** + **Khanmigo** increasingly attempt to behave less like answer machines and more like tutors: asking questions, breaking concepts into steps, generating practice and checking understanding.

And since homeschool flexibility removes institutional buffers, it allows for AI ***inNnovation*** to happen in unique ways such as those produced by a highly regulated system called **UPschool'N EMC**—a platform provided by **HAi's** *(Huemility Afupaymiii Incorporated)* subsidiary, **Huemility Builders LLC** located at www.huemilitybuilders.com.

Bound to be a role model of AI assignment/lesson generation for neurodiverse enrichment, UPschool'N EMC makes its presence known best in the homeschool space. This is chiefly due to the flexible mandates for homeschool curriculum adherence in many states across the country like Nebraska. The state of Nebraska has made it even safer + easier for homeschools to operate since passing the latest law revisions on April 16, 2026, by Governor Jim Pillen, a law which states that homeschool students in Nebraska are exempt from participating in standardized testing.

"A law like this is of divine nature! It allows for safe AI innovation, securing neurodivergent style learning & testing, which benefits neurodivergent learners of all ages such as my two kids. This is exactly why I moved my family and business to the good life in Nebraska," says self-proclaimed "visionary of silicon prairie" Huemility Afupaymiii, president & CEO of HAi—a tech-based holdings business + HBLLC—an educational services company.

Astonishingly, homeschool platforms like UPschool'N EMC born out of dire necessity possesses abstract characteristics destined to shift the educational landscape on the edges of society much like Hip-Hop did within the music space officially born in the 70's. As history tells it, Hip-Hop, which is referred to as "Rap" by its early creators + more purist cultivators and followers to date, ultimately shifted & shaped cultures for over a half century due to Hip-Hop's neurodiverse-minded infrastructure, neuro-inclusion, and neuro-sensitivity shown by its distinct tonal frequencies & abstract lyrics giving it mainstream appeal.

Undoubtedly, one seeking to argue AI's pros & cons will find it hard to deny its "Hip-Hop like mass-appeal" empowering parent/guardians to become the teacher, technology evaluator, fact-checker and policy maker. This reality makes the advantages of AI powerful in homeschool settings and perhaps greater among all spaces where it's being utilized. For teachers, AI systems such as **MagicSchool** can help generate lesson drafts, rubrics, differentiated materials, assessments and family communications. Vendor surveys report substantial time savings among users, although those claims should be read as company-reported evidence rather than proof of academic impact.

NotebookLM takes a different approach. Instead of relying primarily on an open-ended conversation with everything an AI model might know, it can ground responses in sources selected by the user or educator. This process makes it particularly useful for studying a defined collection of readings, notes or research materials.

SchoolAI attempts to place student conversations inside teacher-supervised spaces. Its 2026 research involving 1,070 students found stronger self-reported outcomes among regular users, but the study was cross-sectional: students who used the platform more also told of better outcomes, which does not necessarily prove the AI technology is why.

The evidence of AI helping students is strongest when the technology is deliberately designed around learning albeit typical & non-typical students. In a 2025 randomized controlled trial with college students, a carefully constructed AI tutor produced larger learning gains in less time than an in-person active-learning condition. This finding is significant but not evidence that every AI chatbot is a quality teacher.

Teenagers themselves can see the tradeoff when using AI. In the same 2026 national survey, 38 percent of AI-using teens said the technology causes them to generate fewer ideas of their own. Thirty-nine percent said they sometimes feel they're missing the learning part when AI completes work for them, which is the central risk when mixing AI with standardized educational demands.

A student can receive a flawless paragraph without learning how to build an argument. Through AI, a student can produce correct equations without partaking in the mathematical reasoning behind it. Or student learners could simply opt out of reading a book because AI has the ability to summarize the literature for them without them. An AI tutor can be so patient and astonishingly efficient that the learner using the AI never develops patience with natural confusion.

Overall schools can block AI platforms, but even that has limits. Among surveyed teens who encountered an AI block on a school network or device, most who wanted continued access simply moved to a personal device proving that AI can consequently operate freely around traditional restriction–***like a classroom without walls!***

"As AI continues to prove it has no walls, despite where & why people use it, those at the helm navigating this powerful innovation in the AGI era have a serious job of maintaining moral parameters—the walls of righteousness within it!"

Huemility Afupaymiii



President & CEO, HAI + HBLLC

Continue Exploring!!!

As a way of showing appreciation for lending us your time & focus while reading The iiiNWord?! Magazine*, we have put together more publications via links, non-downloadable videos, educational media, tools, and a QR-code teleporting you—our valued reader—to related Services + Tools + Products that directly relate to powerful topics surrounding Neurodiversity!*

READ >>>

The iiiNWord?! 3-Part book series produced & distributed by iiiNbrella Marketplace

A must have for readers interested in neurodivergent case studies told within a narrative perspective that grips the mind throughout. The book series are biography-based timelines spanning the life of Huemility Afupaymiii, President of HAi. Moreover, each book reveals Huemility's enrichment experiences, which are the basis of knowledge and expertise he uses today when making holdings decisions within tech-based enrichment services + tools + products all to enrich the lives of neurodivergent identities via HAi's subsidiaries. www.iiinbrella.com

Black Neurodiversity: Breaking Systemic Biases — The Kansas City Defender

Examine how race & neurodivergence intersect—and how systemic bias, misdiagnosis, cultural gaps & unequal access can shape the experiences of Black neurodivergent individuals. The article also considers how education, empowerment and greater cultural understanding can help create more inclusive systems & opportunities.
https://kansascitydefender.com/health-wellness/black-neurodiversity-breaking-systemic-biases/

WATCH >>>

Supporting Neurodivergence in the Workplace — University of Minnesota

Explore the employment gap facing neurodivergent professionals and practical ways organizations can improve hiring, onboarding, workplace support, mentorship and advancement while reducing barriers such as masking and unconscious bias. https://ccaps.umn.edu/story/supporting-neurodivergence-workplace-webinar

Neurodiversity in the Workplace with Jhillika Kumar — SHRM

Hear from the founder of neurodiversity employment network Mentra about overlooked neurodivergent talent, misconceptions surrounding neurodiversity at work + how employers can rethink hiring & workplace practices to create greater access and opportunity. https://www.shrm.org/topics-tools/flagships/hr-daily/neurodiversity-in-the-workplace

USE >>>

Neurodiversity in the Workplace Toolkit — EARN

Put neuroinclusive employment practices into action with guidance for recruiting, hiring, supporting, retaining and advancing neurodivergent workers across the employment lifecycle. https://askearn.org/page/neurodiversity-in-the-workplace

Neurodiversity Hiring: Checklist for Organizational Success — EARN

Use this practical checklist to evaluate how an organization recruits and supports neurodivergent talent—from establishing a hiring initiative & preparing the workplace to sustaining and expanding meaningful employment opportunities. https://askearn.org/publication/neurodiversity-hiring-checklist

EXPLORE >>>

Neurodiversity Network — Learn. Connect. Work. Achieve.

Explore career preparation, job and internship resources, neurodiversity-focused employers, professional development, entrepreneurship & community connections created for neurodivergent job seekers, students, employers and advocates.
https://www.neurodiversitynetwork.net/home

Neurodiversity @ Work Employer Roundtable — Disability

Discover how employers across industries are working to reduce barriers to neurodivergent employment.
The Roundtable shares strategies, resources & real-world approaches for neuroinclusive hiring, workplace support, career development and advancement while connecting organizations committed to improving employment outcomes.
https://www.disabilityin.org/committees/neurodiversity-roundtable

Black Heroes Who Paved the Way for Disability Rights — Creative Spirit

Navigate the contributions of Black innovators and activists who helped advance disability rights, accessibility, independence & inclusion. Their stories provide historical context for understanding why representation matters & how advocacy, innovation and leadership can help dismantle barriers that continue to affect education, employment & community participation. https://www.creativespirit-us.org/for-black-history-month-celebrating-black-heroes-of-the-disability-rights-movement/

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