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THE ROLE OF PSYCHOMOTRICITY IN THE DEVELOPMENT OF NEURODIVERGENT CHILDREN: A NARRATIVE REVIEW OF THE LITERATURE

O PAPEL DA PSICOMOTRICIDADE NO DESENVOLVIMENTO DE CRIANÇAS NEURODIVERGENTES: UMA REVISÃO NARRATIVA DA LITERATURA

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RESUMO: A psicomotricidade constitui um campo interdisciplinar dedicado à compreensão das relações entre corpo, movimento, cognição, afetividade e interação social, assumindo particular relevância durante a infância, período marcado por intensas transformações no desenvolvimento humano. Quando direcionada a crianças neurodivergentes, a psicomotricidade pode contribuir para a ampliação das experiências corporais, o desenvolvimento de habilidades motoras, a organização espaço-temporal, a consciência corporal, a autonomia e a participação social. O presente artigo tem como objetivo analisar, de forma ampla, o papel da psicomotricidade no desenvolvimento de crianças neurodivergentes, considerando diferentes condições do neurodesenvolvimento e uma perspectiva fundamentada na diversidade humana e na inclusão. Trata-se de uma revisão narrativa da literatura, de abordagem qualitativa e caráter descritivo-interpretativo, fundamentada em livros, artigos científicos, revisões sistemáticas, meta-análises e documentos de organismos nacionais e internacionais. A análise evidencia que as experiências psicomotoras podem favorecer componentes da motricidade global e fina, equilíbrio, coordenação, planejamento motor, esquema corporal, atenção, participação e interação social. Estudos recentes também indicam efeitos positivos de intervenções baseadas em exercícios sobre habilidades motoras fundamentais em crianças autistas, embora a força das evidências varie de acordo com a condição, o desfecho e o tipo de intervenção. A discussão aponta, ainda, que a psicomotricidade deve ser desenvolvida de maneira individualizada, lúdica e interdisciplinar, evitando práticas centradas exclusivamente na correção de comportamentos considerados desviantes. Conclui-se que a psicomotricidade apresenta potencial relevante para favorecer o desenvolvimento integral de crianças neurodivergentes, especialmente quando articulada às necessidades funcionais, aos interesses da criança, ao contexto familiar e escolar e aos princípios da inclusão e da participação.

Palavras-chave: Psicomotricidade. Neurodiversidade. Desenvolvimento infantil.

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ABSTRACT: Psychomotricity is an interdisciplinary field concerned with the relationships between body, movement, cognition, affectivity, and social interaction, becoming particularly relevant during childhood, a period characterized by intense human development. When directed toward neurodivergent children, psychomotor practices may contribute to expanding bodily experiences, developing motor skills, spatial and temporal organization, body awareness, autonomy, and social participation. This article aims to broadly analyze the role of psychomotricity in the development of neurodivergent children, considering different neurodevelopmental conditions and a perspective grounded in human diversity and inclusion. This is a narrative literature review with a qualitative and descriptive-interpretative approach, based on books, scientific articles, systematic reviews, meta-analyses, and documents from national and international organizations. The analysis indicates that psychomotor experiences may contribute to gross and fine motor skills, balance, coordination, motor planning, body awareness, attention, participation, and social interaction. Recent studies also indicate positive effects of exercise-based interventions on fundamental motor skills in autistic children, although the strength of evidence varies according to the condition, outcome, and type of intervention. The discussion also emphasizes that psychomotor practices should be individualized, playful, and interdisciplinary, avoiding approaches focused exclusively on correcting behaviors considered deviant. It is concluded that psychomotricity has significant potential to promote the holistic development of neurodivergent children, particularly when connected to functional needs, children's interests, family and school contexts, and the principles of inclusion and participation.

Keywords: Psychomotricity. Neurodiversity. Child development. Neurodevelopment. Inclusion. Motor skills.

1 INTRODUCTION

Child development is a complex, continuous and multidimensional process, marked by the interaction between biological, psychological, social, cultural and environmental aspects. During childhood, children not only acquire motor, cognitive, and communicative skills, but also progressively build their identity, their autonomy, their ability to interact, and their participation in different social contexts. From this perspective, understanding child development requires overcoming fragmented conceptions that separate body, mind, emotion and social relations.

The World Health Organization points out that children with developmental disabilities may have characteristics that involve motor, cognitive, linguistic, behavioral and sensory functions. However, the limitations experienced by these children do not result exclusively from their individual characteristics, since environmental, social and institutional barriers can also restrict their participation. (WHO, 2025).

This understanding has important implications for the field of psychomotricity. The body is one of the main ways in which children explore the world, communicate, establish relationships, develop autonomy and participate in daily activities. Movement, therefore, should not be understood only as a physical manifestation, but as a fundamental component of the human experience.

In childhood, running, jumping, walking, balancing, manipulating objects, drawing, playing, imitating gestures and participating in collective activities represent experiences that mobilize different dimensions of development. The act of playing, for example, may simultaneously involve motor coordination, body perception, attention, language, social interaction, problem-solving, and emotional regulation.

This perspective becomes especially significant when considering neurodivergent children. The concept of neurodiversity seeks to recognize that there are different forms of neurological functioning and that such differences are part of human diversity. This does not mean denying difficulties or needs for support, but understanding that the child cannot be reduced to a diagnosis or a list of deficits.

Among the conditions often related to the field of neurodevelopment are autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), specific learning disorders, developmental coordination disorder, intellectual developmental disorders, and other conditions that can affect different dimensions of child functioning.

It is important to emphasize that the neurodivergent population is extremely heterogeneous. Two children with the same diagnosis may have completely different needs in relation to communication, attention, sensory processing, motor coordination, learning, social interaction, and autonomy.

The global report by the World Health Organization and UNICEF draws attention precisely to the need to overcome the marginalization of children with developmental disabilities and expand their participation in services, education and society. (WHO, 2026)

In this context, psychomotricity presents itself as a field of possibilities. By working body and movement in an integrated way, it can offer experiences that favor motor development and, simultaneously, contribute to cognitive, affective and relational aspects.

The relevance of this theme is also supported by recent scientific production. Ji et al. (2023), in a systematic review and meta-analysis, investigated exercise interventions aimed at

the fundamental motor skills of children with autism spectrum disorder and found evidence in favor of the use of these interventions for certain components of motor skills. (Frontiers, 2025)

On the other hand, literature also requires caution. Kleeren et al. (2023), when analyzing motor skills-based interventions for children with ADHD, highlighted the need to critically interpret the available results and consider the methodological quality of the studies.

Thus, it is not a matter of affirming that every psychomotor intervention will produce the same results in all children, but of understanding what possibilities the bodily experience can offer when planned according to individual characteristics.

The guiding question of this article is: **what is the role of psychomotricity in the development of neurodivergent children and what contributions can be identified in the scientific literature?** The general objective is to analyze the role of psychomotricity in the development of neurodivergent children, presenting a broad view of its possible contributions. As specific objectives, it is intended: a) to discuss the relationship between body, movement and child development; b) to present fundamental aspects of the concept of neurodiversity; c) to analyze possible contributions of psychomotricity to neurodivergent children; d) to discuss the relations between psychomotricity, learning, autonomy and social participation; e) reflect on the importance of interdisciplinary action and inclusion; f) to identify limitations and challenges present in the literature on the subject.

The relevance of this study is related to the need to expand knowledge about practices capable of favoring the development and participation of neurodivergent children without disregarding their uniqueness.

2 METHODOLOGY

The present study is characterized as a **narrative review of the literature**, of a qualitative nature and a descriptive-interpretative approach. The narrative review was chosen because it enables the articulation of different theoretical perspectives and research results related to psychomotricity, child development and neurodevelopmental conditions.

National and international scientific publications, including original articles, systematic reviews, meta-analyses, academic books, and institutional documents published by recognized organizations, were considered.

The bibliographic search considered descriptors related to: "psychomotricity", "child development", "neurodiversity", "neurodevelopment", "autism", "ADHD", "motor skills", "physical activity", "inclusion" and "child participation". Priority was given to studies that made it possible to understand: motor development during childhood; the relationships between movement and cognitive development; motor characteristics associated with different neurodevelopmental conditions; movement-based interventions; psychomotricity and playful practices; inclusion and participation; autonomy and functionality.

The analysis of the material was carried out by thematic approach, organizing the results in the following axes: child development and psychomotricity; neurodiversity and uniqueness; motor skills and development; psychomotricity and cognitive functions; psychomotricity and social interaction; psychomotricity and autonomy; psychomotricity in the school context; interdisciplinarity and limits and perspectives of intervention. No experimental procedures or data collection involving children were performed.

3. THEORETICAL FRAMEWORK

The contemporary understanding of child development requires considering the child as an active subject. Development does not happen simply by biological maturation, but results from the interaction between individual characteristics and experiences provided by the environment.

Piaget (1975) attributed great importance to the child's action in the construction of knowledge, emphasizing that interaction with concrete objects and situations participates in the formation of cognitive structures.

The psychomotor perspective broadens this understanding by considering the body as a mediator of the child's relationships with the world. Wallon (2007), in turn, highlighted the integration between movement, emotion and development. In his perspective, movement cannot be dissociated from the construction of personality, as it constitutes one of the first forms of expression and relationship of the child with the environment. The bodily experience has, therefore, a communicative and affective dimension. When a child runs towards a toy, manipulates a certain object, imitates a movement or participates in a collective game, he is not just moving muscles. It is perceiving, planning, making decisions, establishing relationships and producing meanings.

It is at this point that psychomotricity takes on relevance. Motor coordination, balance, laterality, body schema, spatial and temporal orientation and rhythm are fundamental components of children's body experiences. The acquisition of these competencies occurs progressively and not necessarily linearly. Therefore, psychomotor activities should be understood as opportunities for exploration and learning, and not simply as repetition exercises.

Psychomotricity has consolidated itself as an interdisciplinary field by integrating knowledge related to movement, psychology, education, neurology and developmental sciences. Le Boulch (1987) highlighted the importance of psychomotor education for the child's global development, emphasizing the relationship between movement, perception and body organization. Fonseca (2008) also understands psychomotricity from an integrated perspective, relating motor factors and cognitive processes.

In this approach, aspects such as tonicity, balance, lateralization, body notion, spatial-temporal structuring, global praxis, and fine praxis participate in a complex system of psychomotor organization. Psychomotricity, therefore, is not restricted to physical exercises. It involves a conception of the subject in which the body participates in the processes of learning, communication and interaction. This conception is particularly relevant for neurodivergent children, as it allows the identification of possibilities for intervention that are not limited to academic performance or behavior.

The concept of neurodiversity emerged associated with movements that questioned exclusively pathologizing conceptions of neurological differences. Singer (1999) was one of the authors associated with the formulation of the concept of neurodiversity, which later began to be used to discuss different forms of neurological functioning. Armstrong (2010) contributed to broadening the understanding of neurodiversity, arguing that certain characteristics traditionally interpreted only as deficits can also be understood from human diversity.

However, using a neurodiversity perspective does not mean denying the difficulties faced by children who need support. It is necessary to recognize two dimensions simultaneously: the existence of neurological differences and the existence of concrete needs for support. This perspective avoids two extremes. The first is to consider the child exclusively as having deficits that need to be corrected. The second is to deny the real functional difficulties

that can compromise their participation. A balanced approach seeks to understand the child in his or her totality.

In this sense, the question is no longer just "what is the child's problem?" and starts to include questions such as: what are their potentialities? What activities are meaningful to her? What barriers hinder their participation? What adaptations can favor their autonomy? How can the environment be modified? This shift in perspective has direct implications for psychomotricity.

Neurodevelopmental conditions can be associated with different motor characteristics. In autism, for example, research points to the presence of motor difficulties in a significant portion of children, including challenges related to coordination, balance, motor planning and fundamental motor skills. Ji et al. (2023) analyzed 16 studies involving exercise interventions and found favorable effects on fundamental motor skills in autistic children. (Frontiers)

These results are important because they demonstrate that movement-based interventions can go beyond the field of recreational physical activity and assume a function related to the development of motor skills. Levante et al. (2023), in a systematic narrative review, also discussed the effects of sports activities on motor and social skills of autistic children and adolescents, reinforcing the importance of opportunities to participate in bodily activities. (Springer Nature)

In ADHD, difficulties related to motor coordination and action planning can also be observed. However, the results of motor interventions are less uniform. Kleeren et al. (2023) highlight that the literature has methodological limitations and that the effects of interventions need to be interpreted considering the quality of the evidence. (Sage Journals) These findings reinforce a central idea: **Psychomotricity has potential, but it should not be presented as a universal intervention or as a single solution for all neurodevelopmental conditions.**

The body schema corresponds to the representation progressively constructed by the child about his own body and its possibilities of action. Body awareness allows the child to recognize different body segments, perceive positions and movements, and understand relationships between their body and space. For neurodivergent children, experiences that favor this construction may be particularly relevant. Playing in front of the mirror, imitation games, body recognition activities, music with movements and motor circuits constitute pedagogical and therapeutic possibilities.

The goal should not simply be to make the child reproduce a movement correctly, but to enable him to explore different ways of using the body. Body experience can also contribute to autonomy. Children who develop a greater perception of their body may find better conditions to perform tasks such as dressing, organizing objects, moving, manipulating school materials and participating in games.

Global motor coordination involves broad body movements. Running, jumping, throwing, receiving, climbing, descending, balancing, and moving in different directions are examples of skills that require global coordination. Fine motor coordination, on the other hand, involves more precise movements, especially of the hands and fingers. Activities such as drawing, painting, cutting, fitting, assembling, manipulating small objects and using school instruments require different levels of motor precision.

In neurodivergent children, difficulties in these components can interfere with school and daily participation. For this reason, psychomotor skills can work motor skills through meaningful activities. Instead of transforming the intervention into a mechanical sequence of exercises, games, play, motor stories, circuits and progressive challenges can be used. The playful character increases the possibilities of participation because it connects the activity to meaningful interests and experiences.

Balance is an essential skill for different daily activities. Staying in a certain position, walking on a delimited surface, changing direction, and performing coordinated movements requires integration between sensory information and motor responses. Laterality, in turn, is related to the functional organization of the right and left sides of the body. Spatial orientation allows us to understand relationships such as: inside and outside; above and below; near and far; front and back; Right and left

These skills have not only motor importance, but also school importance. Spatial organization is related to activities such as writing, reading, organizing objects, moving around the environment, and understanding geometric relationships. Psychomotricity can work on these components through circuits, location games, activities with objects, command games and space exploration.

Rhythm is another important component of psychomotricity. The child needs to progressively understand sequences, duration, speed, alternation and succession. Musical and bodily activities can be used to develop this dimension. Clapping, walking at a certain pace,

interrupting and restarting movements, and reproducing sequences are accessible possibilities. For children who have difficulties in attention or temporal organization, these activities can be adapted through the use of visual signs, demonstrations and short sequences. Predictability can also favor participation.

Motor development is not separate from cognitive processes. Many motor activities require planning, working memory, selective attention, inhibitory control, and cognitive flexibility. A circuit in which the child needs to follow a certain sequence may require him to: observe the demonstration; memorize the sequence; start the activity; keep attention; Change the behavior in the face of a new statement and complete the task.

These demands bring movement and executive functions closer together. The World Health Organization recognizes that physical activity is related to benefits for children's motor and cognitive development. (WHO, 2026) In addition, international recommendations indicate that children and adolescents with disabilities should have opportunities to perform physical activities appropriate to their conditions and possibilities.

Psychomotricity can, therefore, contribute to the creation of situations in which movement and cognition are worked on in an integrated way. The relationship between body and emotion is another important aspect. Movement can provide experiences of expression and interaction, in addition to favoring situations in which the child learns to deal with waiting, frustration, changing rules and performing challenges. A bodily activity can be planned so that the child has gradual opportunities to face difficulties. The important thing is to avoid the challenge being excessive. When the child repeatedly experiences situations of failure, he may develop resistance to participation. On the other hand, progressive experiences of success can favor confidence and motivation. Thus, psychomotor intervention must consider not only motor performance, but also the child's subjective experience.

Movement is also an important tool for interaction. Group games require: attention to the other; waiting; sharing; imitation; cooperation; communication; understanding of rules. A seemingly simple activity, such as throwing a ball to another person, can simultaneously mobilize different skills.

The review by Levante et al. (2023) demonstrates precisely the growing interest in sports activities as opportunities to work on both motor and social skills in children and adolescents. This aspect is particularly important because inclusion should not be understood only as

physical presence. A child may be physically present at school and still have little opportunity to participate in collective activities. Psychomotricity can contribute to reducing this distance when it uses bodily activities as instruments of participation. Autonomy is one of the main goals of child development. Being able to perform activities of daily living, communicate needs, move around the environment, play and participate in school situations represents an important dimension of quality of life. Therefore, the evaluation of psychomotricity should not be limited to laboratory indicators or to the isolated execution of movements. It is necessary to ask whether a certain skill contributes to everyday life. An improvement in balance can make it easier to move. An improvement in fine coordination can favor writing and the use of objects. An improvement in motor planning can make it easier to dress or organize materials. An improvement in social participation can expand opportunities to play and learn. This perspective brings psychomotricity closer to the concept of functionality. The WHO emphasizes that disability must be understood also considering environmental barriers and possibilities for participation. (WHO, 2026)

Playing is a central element of childhood. Vygotsky (2007) attributed great importance to social interactions and culturally mediated activities for child development. Play creates situations in which the child can experiment with roles, rules, relationships and possibilities of action. In the field of psychomotricity, play allows motor skills to be developed without taking away from the child the pleasurable dimension of the experience. A circuit can turn into an adventure. A sequence of movements can become a dance. A balancing exercise can be presented as a path. A finely coordinated activity can turn into a construct. This approach is especially relevant for children who have resistance to overly structured tasks.

The school is a fundamental space for child development and participation. In the Brazilian context, inclusive education establishes the commitment to ensure student access, permanence, participation and learning. Inclusion requires the school to consider the diversity that exists among students. In the case of neurodivergent children, this may involve adaptations related to space, time, materials, instructions and forms of participation. Psychomotricity can collaborate in this process through activities that favor accessible bodily experiences. For example, a sports activity can be modified to allow different forms of participation. One child can perform a certain task sitting, while another can perform it standing. A rule can be simplified. A verbal instruction may be accompanied by a visual

demonstration. The runtime can be extended. These adaptations do not diminish the value of the activity. On the contrary, they expand the possibilities of participation.

Psychomotricity has an important interface with Physical Education, especially in the development of motor skills and the promotion of bodily experiences. School Physical Education can constitute a privileged space for activities related to balance, coordination, laterality, rhythm, spatial orientation and fundamental motor skills. However, it is important to distinguish the objectives of different professional areas. Psychomotricity can integrate specific therapeutic and educational objectives, while Physical Education has its own objectives related to body culture, movement, games, sports, dance, fights and body practices. The articulation between professionals can expand the child's opportunities.

Neurodivergent children may have needs that cut across different areas. Therefore, an interdisciplinary approach can involve teachers, health professionals, family and community. Joint work allows information to be shared and objectives to be articulated. For example, a fine motor coordination difficulty observed at school can be discussed with professionals who accompany the child. Likewise, strategies used in a certain context can be adapted to other environments. WHO and UNICEF advocate for care systems that integrate different sectors and promote inclusive environments for children with developmental disabilities. (World Health Organization) This perspective is fundamental because the child does not exist in separate compartments. She is the same person at school, in the family, in specialized care and in leisure spaces.

The participation of the family is fundamental. Family members know routines, interests, forms of communication, preferences and strategies that work best with the child. Therefore, psychomotor planning should, whenever possible, consider information provided by the family. In addition, some activities can be incorporated into the domestic routine. Movement games, ball games, dancing, simple courses and manipulation activities can provide additional experiences. The goal is not to transform the family into therapists, but to expand opportunities for participation and movement in daily life.

Recent literature offers important evidence for discussion. Ji et al. (2023) conducted a systematic review and meta-analysis on exercise interventions for fundamental motor skills in autistic children. The results support the use of exercises as a strategy to improve certain components of motor skills. (Frontiers) Levante et al. (2023) analyzed studies related to sports

activities and found evidence of benefits for both motor skills and social aspects in autistic children and adolescents. (Springer Nature) In the case of ADHD, Kleeren et al. (2023) conducted a systematic review and meta-analysis and drew attention to the heterogeneity of the results and the quality of the evidence, demonstrating that motor interventions need to be critically evaluated. (Sage Journals)

The WHO, in turn, recognizes that physical activity contributes to the motor and cognitive development of children and recommends that children and adolescents with disabilities have opportunities for physical activity adapted to their possibilities. (World Health Organization) This evidence does not authorize us to affirm that all psychomotor practice will produce identical results. However, they sustain the importance of offering appropriate and meaningful bodily experiences.

One of the most important changes in the contemporary understanding of disability is the valorization of participation. For a long time, the evaluation of interventions has focused on the ability to perform certain tasks. Currently, a functional perspective is gaining space. It is not enough to ask if the child can perform a movement. It is necessary to ask: **What does this movement make possible?** It can make it possible to play. It may make it possible to participate in class. It can make it possible to move around. It can make it possible to carry out an everyday activity. It can make it possible to interact with other children. It can enable greater independence. Psychomotricity takes on greater relevance when your goals are connected to these experiences.

Despite its possibilities, psychomotricity presents challenges. The first is the heterogeneity of the neurodivergent population. There is no universal intervention. The second challenge is the need for adequately trained professionals. The third is related to scientific production. Although there are positive studies, research with larger sample sizes, longitudinal follow-up, better defined protocols, and functionally relevant outcome measures are still needed. Another challenge is related to the risk of overly normalizing practices.

The intervention should not have as its sole objective to make the child behave like a neurotypical child. Certain behaviors may represent legitimate forms of self-regulation or communication. Thus, the focus should be on functionality and well-being.

A contemporary approach to psychomotricity must consider the child as an active participant. This means: respecting your interests; consider their forms of communication;

observe your preferences; offer choices; adapt activities; respect limits; valuing different forms of participation; establish functional objectives. The intervention should seek to expand possibilities, and not restrict the child to a single pattern. In this sense, psychomotricity can approach the principles of inclusive education and the social model of disability.

In the school environment, some strategies can be used in an integrated way with pedagogical activities. Among them, the following stand out: **Motor circuits:** can work balance, coordination and spatial orientation. **Imitation games:** favor body perception and interaction. **Rhythmic activities:** can stimulate temporal organization and attention. **Ball games:** allow you to work on coordination, waiting and cooperation. **Obstacle courses:** can stimulate motor planning. **Manipulation activities:** can favor fine coordination **Dance and body expression:** can expand possibilities of non-verbal communication. **Cooperative games:** they can favor social participation.

The literature analyzed allows us to affirm that psychomotricity occupies a relevant position in the understanding of child development because it integrates body, movement, cognition, emotion and social relations. In the case of neurodivergent children, its importance becomes even more evident when it is recognized that certain neurodevelopmental conditions may be associated with motor, sensory, and executive differences. Studies on autism present especially relevant results. Ji et al. (2023) demonstrated, through systematic review and meta-analysis, favorable effects of exercise interventions on fundamental motor skills. (Frontiers) However, the results should not be interpreted in a deterministic way. The autistic child should not be defined by his motor difficulties. In the same way, children with ADHD do not constitute a homogeneous group. The review by Kleeren et al. (2023) shows precisely the importance of critically evaluating the literature on motor interventions in ADHD. (Sage Journals) This means that psychomotricity should be thought of as a tool within a larger support network. Its potential lies in the possibility of offering meaningful bodily experiences. Another central point is participation. WHO and UNICEF highlight that children with developmental disabilities often face social, educational and access barriers to services. (World Health Organization) Thus, a truly inclusive psychomotor intervention needs to go beyond the limits of the therapeutic space. The child must be able to use his skills in real situations. If an activity improves coordination, it should be related to the possibilities of playing, writing, manipulating objects, or participating. If balance improves, its relationship with displacement

and autonomy must be considered. If an activity favors interaction, it should be observed whether this translates into greater social participation. This perspective brings psychomotricity closer to a functional conception of development.

4. FINAL CONSIDERATIONS

The present narrative review allowed us to understand that psychomotricity can play a relevant role in the development of neurodivergent children, especially when structured from an interdisciplinary, individualized and inclusive perspective. Psychomotor experiences can favor different dimensions of development, including global and fine motor coordination, balance, laterality, body schema, spatial and temporal organization, motor planning, and rhythm. In addition, bodily activities can create opportunities for the development of attention, executive functions, social interaction, communication, autonomy, and participation.

Recent scientific literature offers particularly relevant evidence on exercise-based interventions for autistic children, although it also demonstrates the need to consider the methodological limitations and heterogeneity of the populations studied. In the case of ADHD and other neurodevelopmental conditions, the literature reinforces the need for individualized interventions and careful evaluation of outcomes. The main contribution of psychomotricity is not, therefore, to "normalize" the child, but to expand their possibilities of action, expression, learning and participation. An approach based on neurodiversity must recognize that children can have different ways of perceiving, communicating, learning and moving. Therefore, the success of the intervention should not be measured only by the approximation of a neurotypical pattern.

It should also be evaluated by the child's ability to participate in meaningful activities, develop autonomy, establish relationships and increase their quality of life. In this sense, psychomotricity can be an important resource within an interdisciplinary network of care and education.

The articulation between school, family and specialized professionals is essential for the objectives to be contextualized and for the skills developed to be transferred to different environments. Finally, it is recommended the development of new national and international research that investigates the effectiveness of psychomotor interventions with different neurodivergent groups, using robust methodological designs, longitudinal follow-up and

indicators related not only to motor performance, but also to participation, autonomy and quality of life.

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