



Institute for Communication & Dignity

gUG (haftungsbeschränkt)

Citizen Contributions #03

The World Through the Eyes of a Citizen

Perspectives on Society, Responsibility and Trust

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Published: October 2026

Editorial Introduction

This contribution has been editorially reviewed for readability and publication standards.

The substance of the author's statements has not been altered.

Message

“Please pick up your son immediately. It's just not working today.”

For the past hour, my six-year-old son, who supposedly can't concentrate at all, has been concentrating on 5,785 LEGO bricks, building a fortress.

“What happened today, my angel?”

He shrugs his shoulders.

Still wearing the sports shirt he refused to change out of after PE.

“Things didn't work out today. I just bother everyone.”

And that sentence hits me harder than any call from the school.

My son has ADHD and is on the autism spectrum.



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Of course, a classroom with 21 children is challenging, including for his teacher. I know that a child who constantly gets up, talks, gets others involved and takes in sensory stimuli without filtering them can disrupt an entire classroom.

But I also see what is slowly happening to him.

He hears that “it's not his fault” — something that was said in front of the entire class. He notices that people talk about him.

He already knows who “the troublemaker” in the class is. Him.

And at some point, a behaviour becomes an identity. “I just bother everyone.”

And that's exactly what I refuse to stand by and watch.

Because my son doesn't fundamentally have a problem with attention. He can immerse himself in something for hours. Meticulously, patiently, down to the smallest detail, when it makes sense to him.

What he struggles with is filtering out stimuli, repetition for repetition's sake, and sitting still when everything inside him is working at once.

I'm increasingly getting the feeling that a supposedly simple solution is already being considered in the background: medication.

But for me, medication is not the answer to the question of how to make my child fit better into an existing system.



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When a teacher reaches her limits and a child needs additional support, I want us to talk about support first.

The conditions in which learning takes place, educational approaches, different learning environments.

Klagenfurth-Villach, Germany the 21st of October 2026