

1 hour: Neurodivergent accessible training

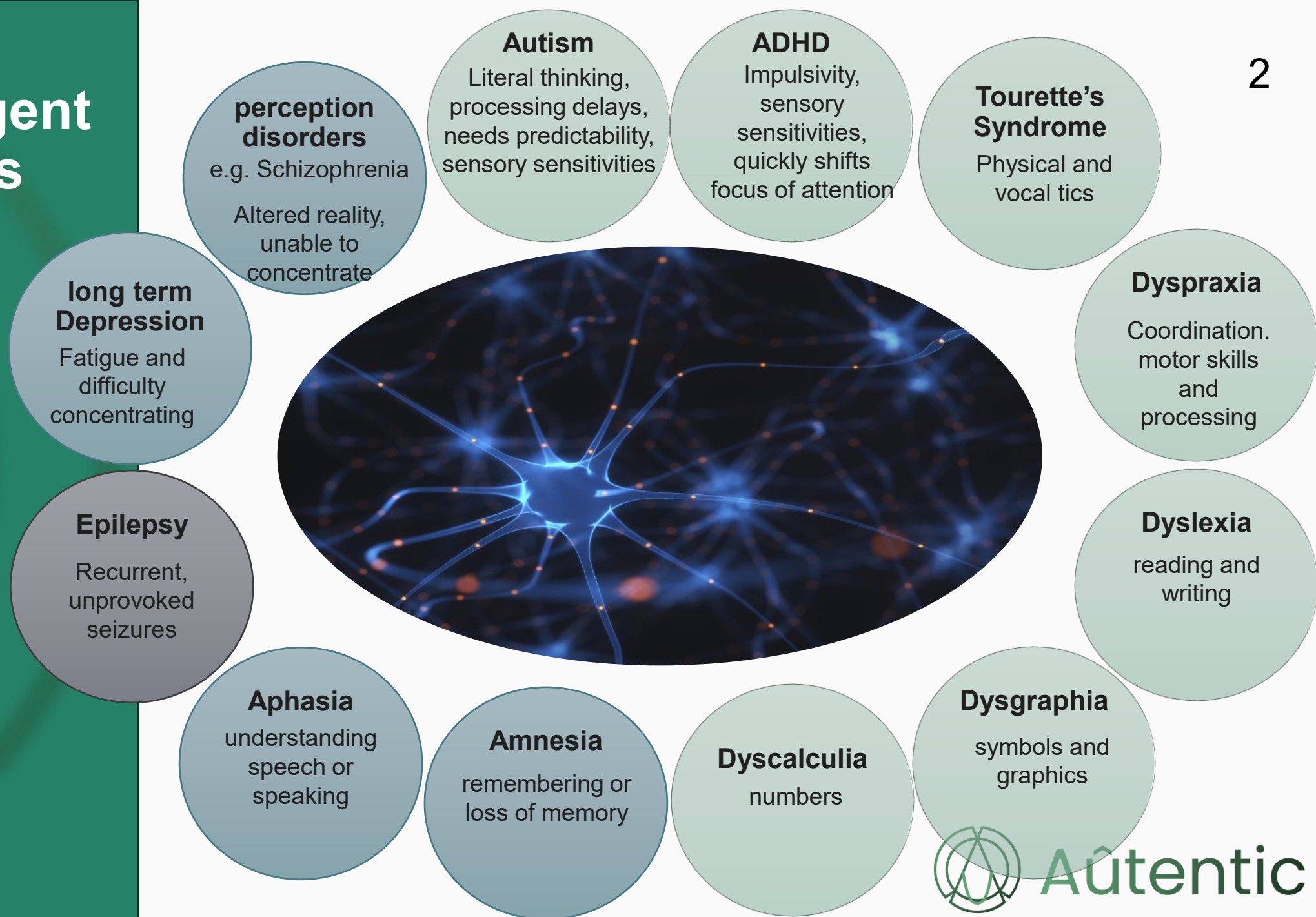
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Recap: Neurodivergent communities

KEY

- Condition that you are born with
- Condition you develop after birth
- Condition that you are born with **or** that you develop after birth



Neurodivergence, reasonable adjustments and the law

The Equality Act 2010



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A formal diagnosis is not needed before children, young people or adults may be defined as disabled and entitled to support and reasonable adjustments.

A child, young person or adult having substantial and long term (12 months or expected to be longer than 12 months), difficulties with everyday activities, is disabled.

A person doesn't need to tell you they are disabled, you should ensure everyone can access wherever possible.

You should notice when someone is disabled and make specific adjustments for them wherever you can.

Universal design versus reasonable adjustments

Universal design

Ensuring that as many people as possible can take part

Reasonable adjustments

Tailoring to a specific persons' access requirements



Removing Common Barriers to neurodivergent learning

References:

- Neurodiversity and cognitive load in online learning: A focus group study - <https://pmc.ncbi.nlm.nih.gov/articles/PMC11020716/>
- Distraction, distress and diversity: Exploring the impact of sensory processing differences on learning and school life for pupils with autism spectrum disorders - <https://www.sciencedirect.com/science/article/pii/S1750946720300052>

Sensory Overload

- All the senses affected
- On-line or On-site

Cognitive Strain

- Verbal/text processing
- Rapid topic switching
- Unanticipated interaction

Rigid Pacing

- Timed activities
- Insufficient processing time



Provide Predictability

Agenda's and topic outlines in order

- On your course registration page
- In the description of your TEAMS/ZOOM etc. meeting invite
- In an email



3-hour Autism for Line Managers CPD training course

Topics covered:

- In-depth understanding of autism
- Understand the Equality Act 2010 and reasonable adjustments in relation to autism
- Understand how to support disclosure and confidentiality
- Understand common autistic strengths and talents at work
- Aware of supportive new starter processes and at work line manager support
- Understand neuro-normative workplace culture and it's drawbacks
- Understand how to manage the competing needs of a neurodiverse team
- Aware of practical strategies to support difficult and sensitive conversations
- Workshop practical and tailored strategies to adapt your personal and team practice to be autism-affirming
- Aware of how to access additional strategies and resources to support your autism-affirming team change

[See less](#)



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Important note:

Provide as much notice as possible if things change or won't happen as expected

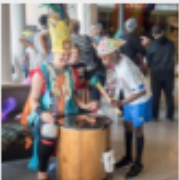
Provide Predictability

Information about you

Resource

<https://www.autentic.uk/autentic-resources/one-page-profile-template>

Catherine Leggett One Page Profile



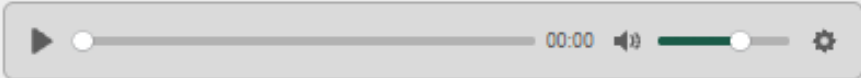
Download

View conference and media work

LinkedIn

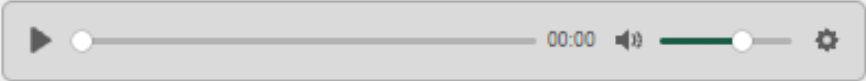
Things that people like about me

- I have a good memory for written information
- I like to laugh and enjoy meeting people
- I can usually find a solution for a problem
- I am supportive and encouraging to others.



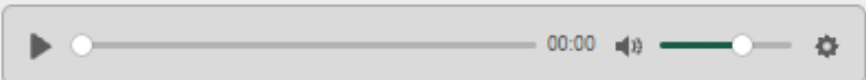
Things that are important to me

- Changing things for the better for autistic people
- Music, art, celebration and dancing
- My cats, my partner, child and friends
- Justice and fairness for all.



Best ways to work with me

- Not touching me and giving me extra personal space
- Letting me know of any changes to plans as soon as possible
- Giving me time and space to clarify when I need extra detail.
- Frequent breaks outside if possible or to a private quiet space



Provide Predictability

Flexible ways to communicate questions and requests

- Single, named point of contact
- Flexible ways to request further information
- How to request specific reasonable adjustments

THE ADJUSTMENTS PLEDGE

‘let us/me know if there is anything that will help you participate or to request any reasonable adjustments’

When is an adjustment reasonable to make?

10

- Is it possible to make the adjustment with unlimited resources and no constraints on how the business is affected?
- Is there enough money, time and people to make the adjustment?
- Is any negative impact on the business, and other participants, acceptable?
- How much will the adjustment likely help to remove the barrier ?

Provide Predictability

Pre-reading/viewing and basic definitions

- Pre-reading and reference material for basic definitions

3) Recommended pre-learning/viewing

- 'what is autism'? - see <https://www.youtube.com/watch?v=f-BZnPWTEow&t=13s>
- 'The autism spectrum' -see <https://www.youtube.com/watch?v=nbavmzzEidA>
- 'Autistic culture' -see <https://www.youtube.com/watch?v=dvIHNRWL4I8&t=6s>
- 'Sensory overload' (see <https://www.youtube.com/watch?v=D9kzsncSdFo>)
- 'what do neurodiversity and neurodivergent mean'? -see <https://www.youtube.com/watch?v=...>

Language and terminology guide

<https://www.autentic.uk/autentic-resources/autism-language-guide>

<https://www.autentic.uk/glossary-of-common-autism-words-and-phrases>

- Able to assume people learn need the o

- Neu social neur func

Neu

- Ne Ne ha ne



Autentic

Provide Predictability

Slide decks in advance

- Slide deck in advance on request, to predict where an adjustment may be needed, or when interaction may be required

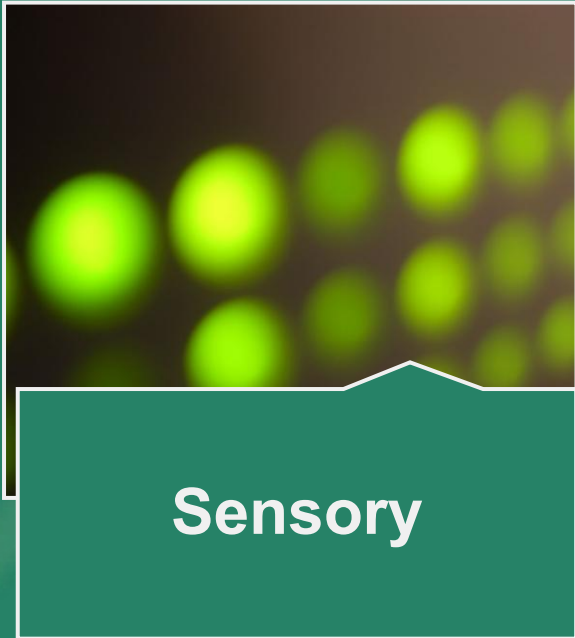
- **Adjustments** - As standard we do not require participants to turn their camera's on, introduce themselves etc. and closed caption functionality is provided along with the chat and Q&A feature - if you require the content in advance or any other adjustments then please email catherine.leggett@autentic.uk with your request.

Provide Predictability

Platform test and site visits

- Offer a platform test, if appropriate, before the event, to ensure that it can be joined smoothly
- A venue/site visit if appropriate, to view the training room – you should ensure as best as you can that it is sensory neutral

**Many
Neurodivergent
people often
have sensory
sensitivities and
may be..**

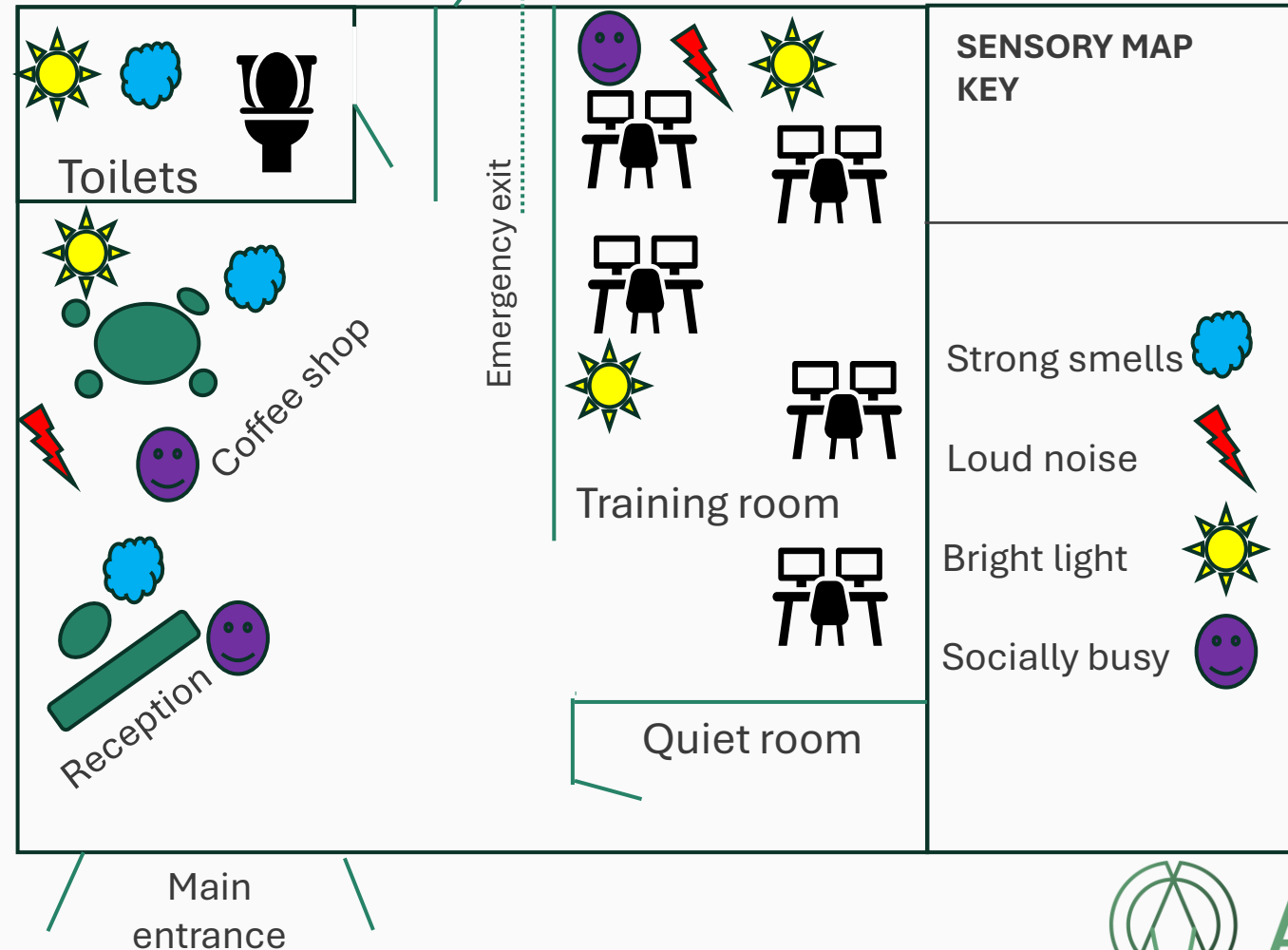


- under or oversensitive to any sensory input
- struggling to describe or recognise feelings and emotions (Alexithymia)
- sensitive to one type of sound/smell/taste/light/touch etc. but not another - for example, high tones versus low tones
- experiencing changing sensitivity levels with additional stressors such as anxiety or poor wellbeing



Provide Predictability

Sensory information



Resource

<https://www.autentic.uk/autentic-resources/sensory-calming-room-design-guide>

Link to full version of film <https://www.youtube.com/watch?v=D9kzsncSdFo>

15

Sensory film

2 minutes
26 seconds

01:48
LOUD
NOISE

Sensory warning

**very loud
noises coming**

turn volume down/off or cover your ears
if you are noise sensitive



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Prioritise inclusion

Intersectionality

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Video Resource

[YouTube - Autistic Culture](#)

- Consider specific cultures and community - ensure that you avoid phrases such as 'people do this X' or 'when we are feeling A we look like B'
- Consider mental health – ask yourself what might trigger anxiety in your content and place appropriate content warnings (CW) in your materials
- Consider physical disability – convert to hybrid training for all on-site sessions

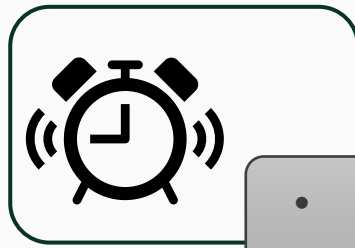
Common anxiety triggers –

***Alexithymia exacerbates anxiety symptoms (difficulty identifying and/or communicating others and /or own feelings)**

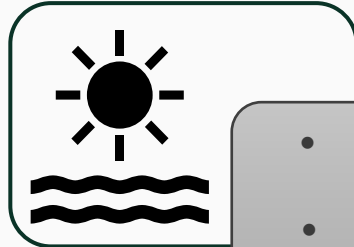
[Psychiatric Co-occurring Symptoms and Disorders in Young, Middle-Aged, and Older Adults with Autism Spectrum Disorder.](#)

[Psychiatric disorders in children with ASD: prevalence, comorbidity and associated factors in a population-derived sample.](#)

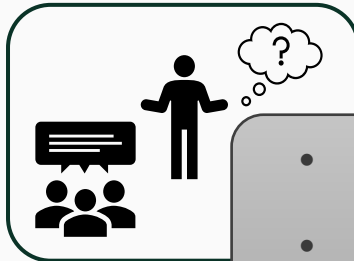
[Sensory-inclusive spaces for autistic people: We need to build the evidence base.](#)



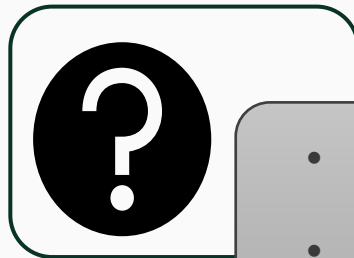
- not enough time
- too early
- late
- too long



- no escape to quiet room or to outside
- unable to use sensory equipment



- being misunderstood
- misunderstanding
- needing to mask
- bullying & exclusion



- not enough information
- vague timings
- ambiguous expectations
- incomplete instructions

**Strategy for
supporting
someone to
recognise
when they are
anxious and
offering
support**

“

How do I know, if you can't tell me, when you are struggling and need support?

What will I see or hear from you?

And when I notice that, then what's the best way to support you?”

- Give clear instructions on different ways to communicate and participate (verbal/text-based etc.)
- Facilitate passive learning/observing in the event that someone is unable to interact with others

‘Please be mindful that some people in your group may not be able to interact, but will learn a lot from your discussions’

- Remove the expectation that everyone will feel comfortable introducing themselves

Promote

Accepting difference

3 hour: Neurodivergent-affirming practice for line managers: focus on Autism and AuDHD

1

We will start 5 minutes after the scheduled start time,
please keep **cameras and microphones off**
you don't need to turn your camera on when we start unless you prefer to.



Slides will be emailed to you

There are several **group activities** throughout this session, **you do not have to take part if you prefer.**

complete the pre-training survey

<https://forms.office.com/e/YapMijN6r0>

or scan this QR code with your smartphone.



Promote

Accepting difference

Networking & Questions

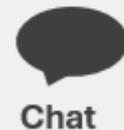
You'll be prompted to ask questions, if you have any, from time to time throughout the course.



Please also feel free to post questions/thoughts in the chat as we go along, or 'raise hand' to ask a question



If you feel comfortable doing so, you may say hello to other participants for **networking NOW in the chat**, it's interesting to know;



your name - your organisation - your role

have you had any autism training/experience before?

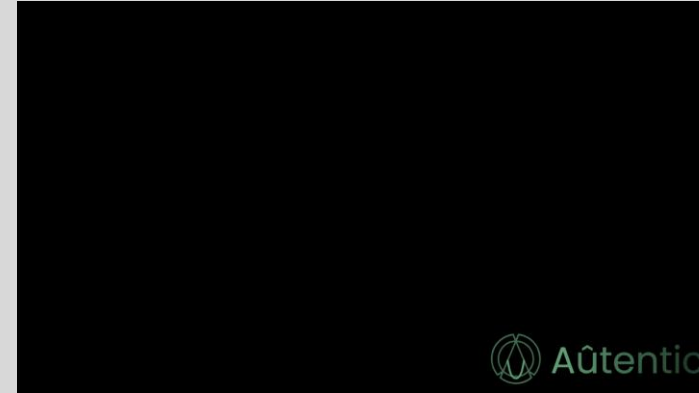
Promote

Accepting difference

**Normalise
Stimming:**

**self-stimulating
or
self-regulating
behaviour**

'People should be allowed to do what they like': Autistic adults' views and experiences of stimming (2019)



Many autistic, AuDHD and ADHD people benefit from stimming

When person is stimming it might be to help them to stay focused, it may be a way to calm down, or it may just be an 'involuntary' movement

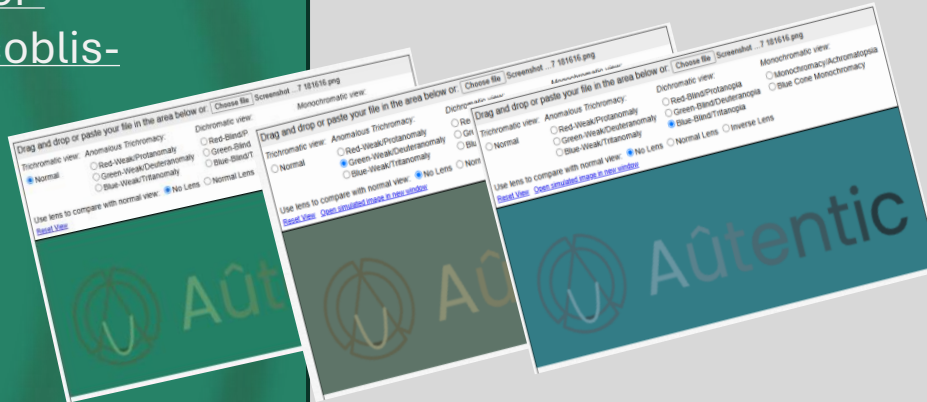
You should never discourage stimming, but support someone to stim in a way that is not too distracting for others who are trying to concentrate

Adapt

Communication

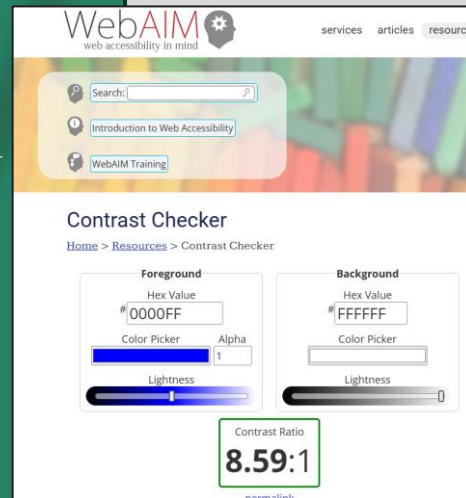
Resources

<https://www.color-blindness.com/coblis-color-blindness-simulator/>



(partially sighted)

<https://webaim.org/resources/contrastchecker/>



- Carry out language and accessibility reviews, on all written and visual information
- Dyslexia/Dyscalculia – Open Sans fonts e.g. Arial 12-14pt, 1.5 line spacing on printed materials and off-white backgrounds



Communication

- **Check the person's preferred way of communicating and use it** it's always a good idea to follow up verbal conversations with a written summary
- **You may have to adapt to communicating in text only**
seek support for yourself if needed, so that you can do this effectively
- **Speak and write in a literal and direct way**
- **Ask 1 question at a time and allow a 5 second pause** to respond after a question
- **Use visuals, photo's, infographics, video's and writing** to explain and support any verbal conversations
- **Don't rely on body language** – yours or theirs!



Adapt

Communication

‘Show’ instead of telling,
using visuals such as
images, videos or on-site
tours

Rephrase vague &
ambiguous questions
and instructions

ask 1 question at a time
allow a 5 second pause
for the person to respond

360° video tour of our office



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✗

“Tell me a little about
yourself”

“Tell me specifically about X”

✓

✗

“Let’s shut the door, shall
we?”

“Please close the door”

✓

1 question



WAIT



5 seconds



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Adapt

Interaction



Interaction

- **Challenge and change your expectations** - are they ableist?
- **Match someone's comfortable level of eye contact**
- **Ask permission before making any kind of physical contact**
- **Don't sit or stand too close or directly opposite** - turn to the side
- **Don't assume a person's intentions or motivations**
if you are unsure, and need to know, then ask a clear question to better understand
- **Reduce the pressure to mask or camouflage** - **CHECK** – are adjustments needed?
- **Respect neurodivergent culture**

Support

Post-training follow up

- **Offer support for any form filling** – this could be, for example, by accepting voice notes for people's answers, or by offering to further clarify questions so that they can meaningfully respond

Reminder

Adjustments
pledge

In email communications and letters, on websites and in pre-surveys or customer/service user registration forms:

**‘let us/me know if there is anything we could do to help you
attend and take part, by emailing (X) or phoning (X)’**

or

**‘Please contact (named person), to request any reasonable
adjustments by emailing (X) or phoning (X)’**

Further resources

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- **Guide on accessible services and appointments:**
<https://www.autentic.uk/resources-for-employers>
- **Sensory-calming room design guide:**
<https://www.autentic.uk/autentic-resources/sensory-calming-room-design-guide>
- **Short learning videos:**
<https://www.autentic.uk/autentic-learning-free>
- **Autentic YouTube channel:**
<https://www.youtube.com/@Autentic-uk>



Parting
thought..

say what you mean
and mean what you say*

*Be clear and literal when you communicate, and deliver your commitments in the way, and at the time you say you will or give plenty of notice of any changes to what's expected