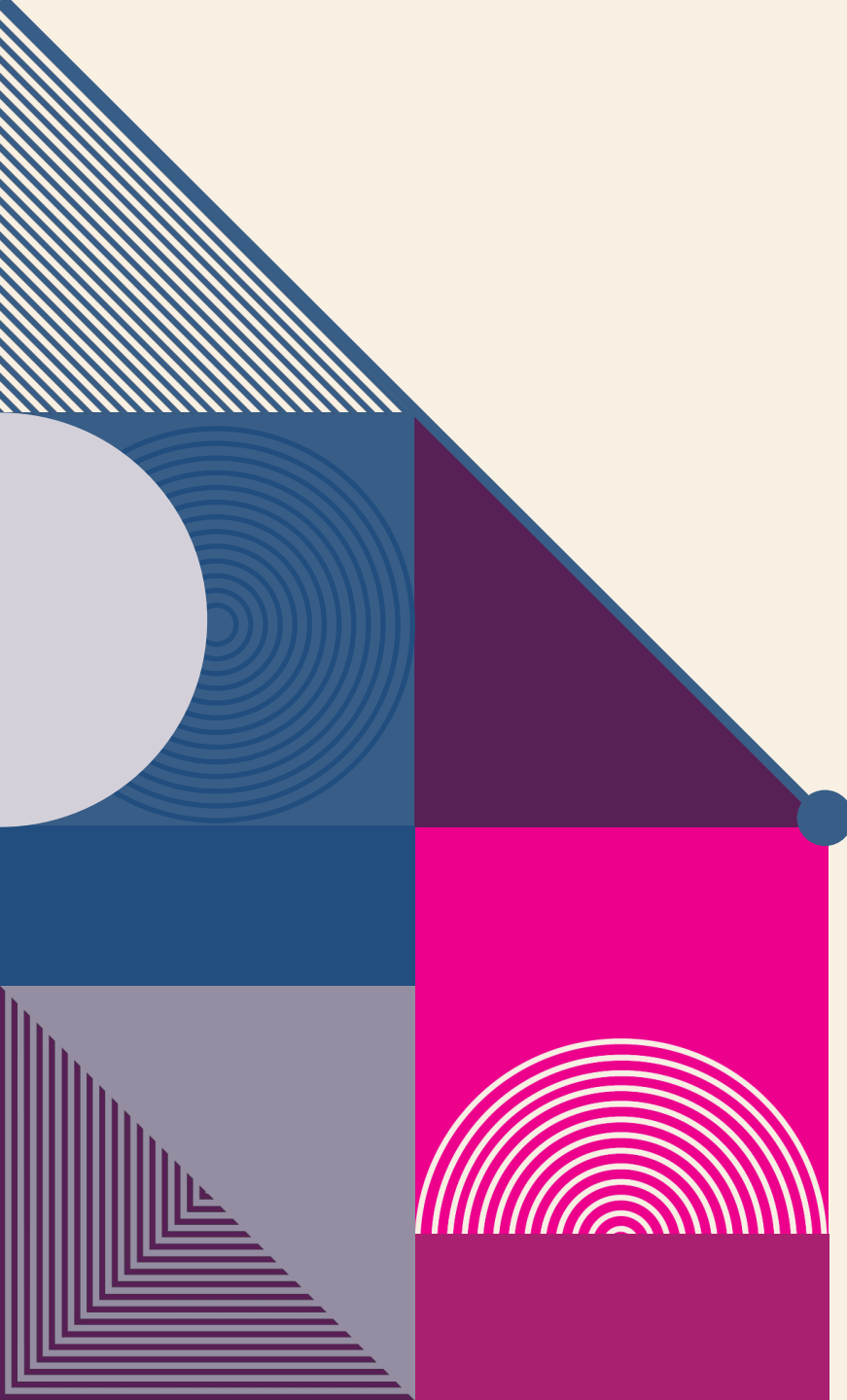


An abstract geometric design on the left side of the slide. It features a dark blue background with various geometric shapes and patterns. A white circle is positioned near the top left. Below it, a light blue semi-circle is visible. To the right of the semi-circle, there is a pattern of concentric circles. Further right, there is a pattern of parallel lines. The design is composed of several overlapping shapes in shades of blue, purple, and pink, creating a complex, layered effect.

NEURODIVERSITY

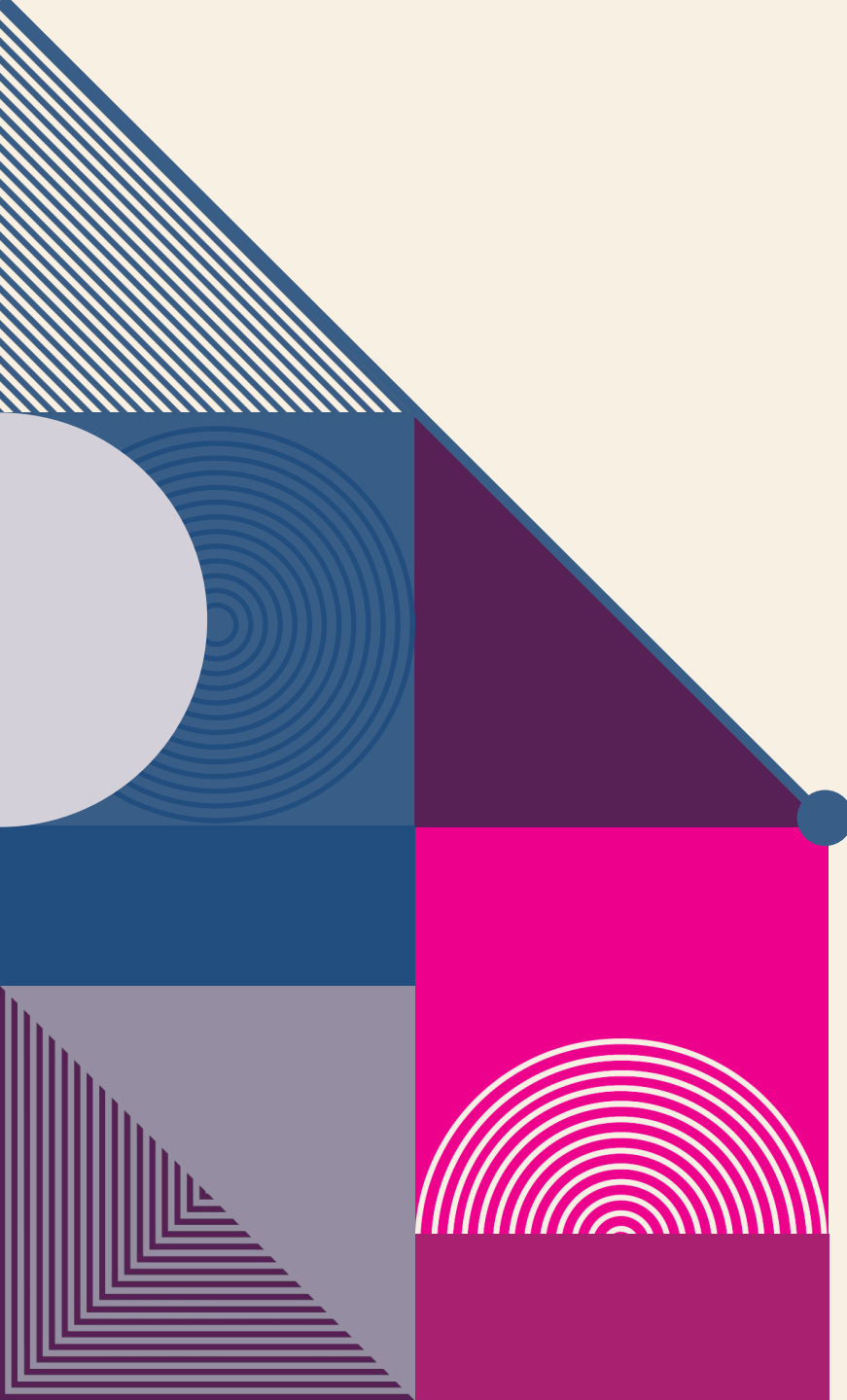


AGENDA

- Neuro-Divergence, Autism, ADHD, Learning Differences & Giftedness Overview
- Responding to the Individual Not the Diagnosis
- Common Behavior Issues that Create Barriers to Communication and Relationships
- Engaging Neuro-Divergent person(s) as individual not stereo-type – leveraging strengths and differences for success
- Final tips & takeaways – Q & A



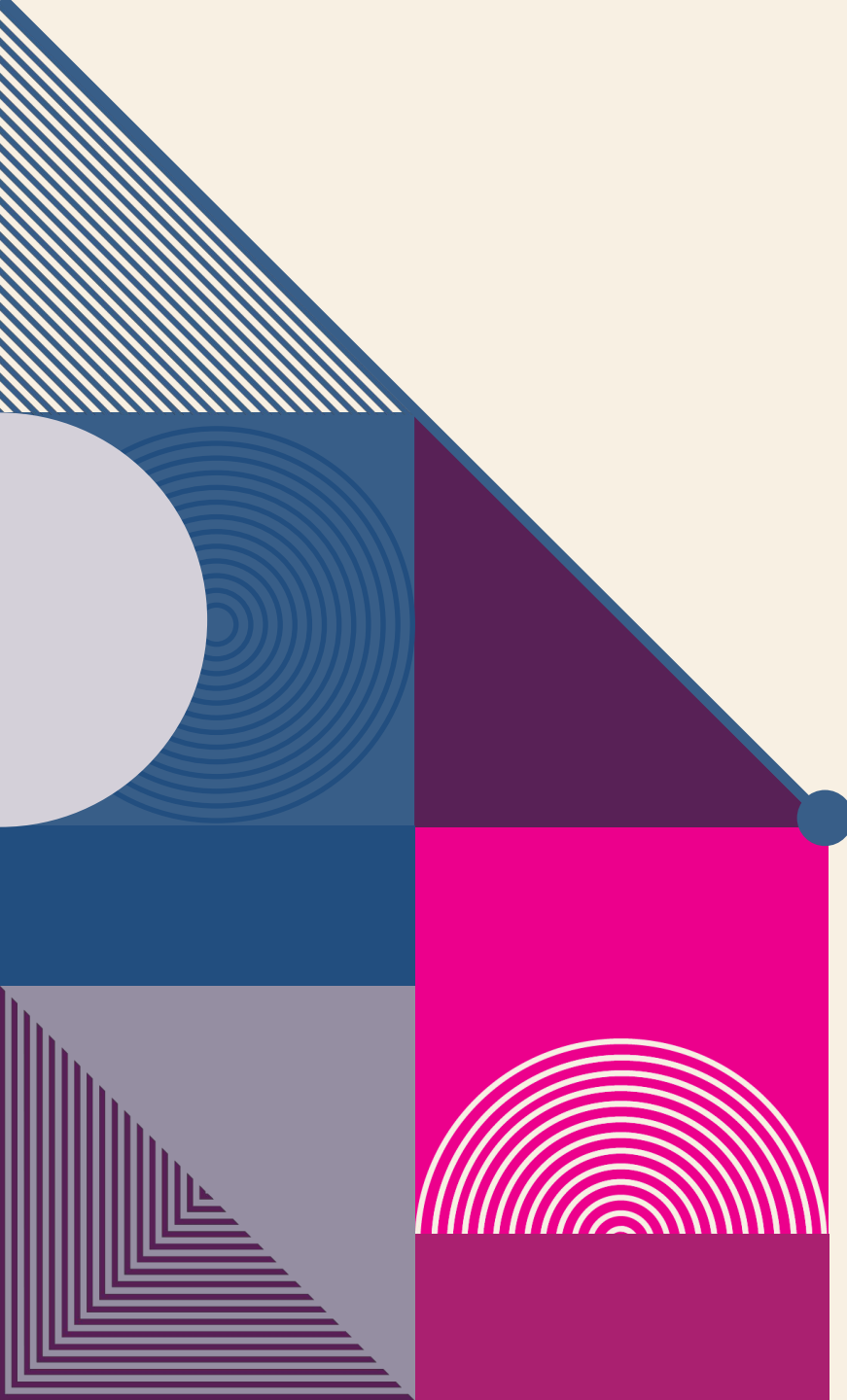
WHAT IS NEURO-DIVERSITY



NEURO-DIVERGENCE, AUTISM, ADHD, LEARNING DIFFERENCES & GIFTEDNESS OVERVIEW

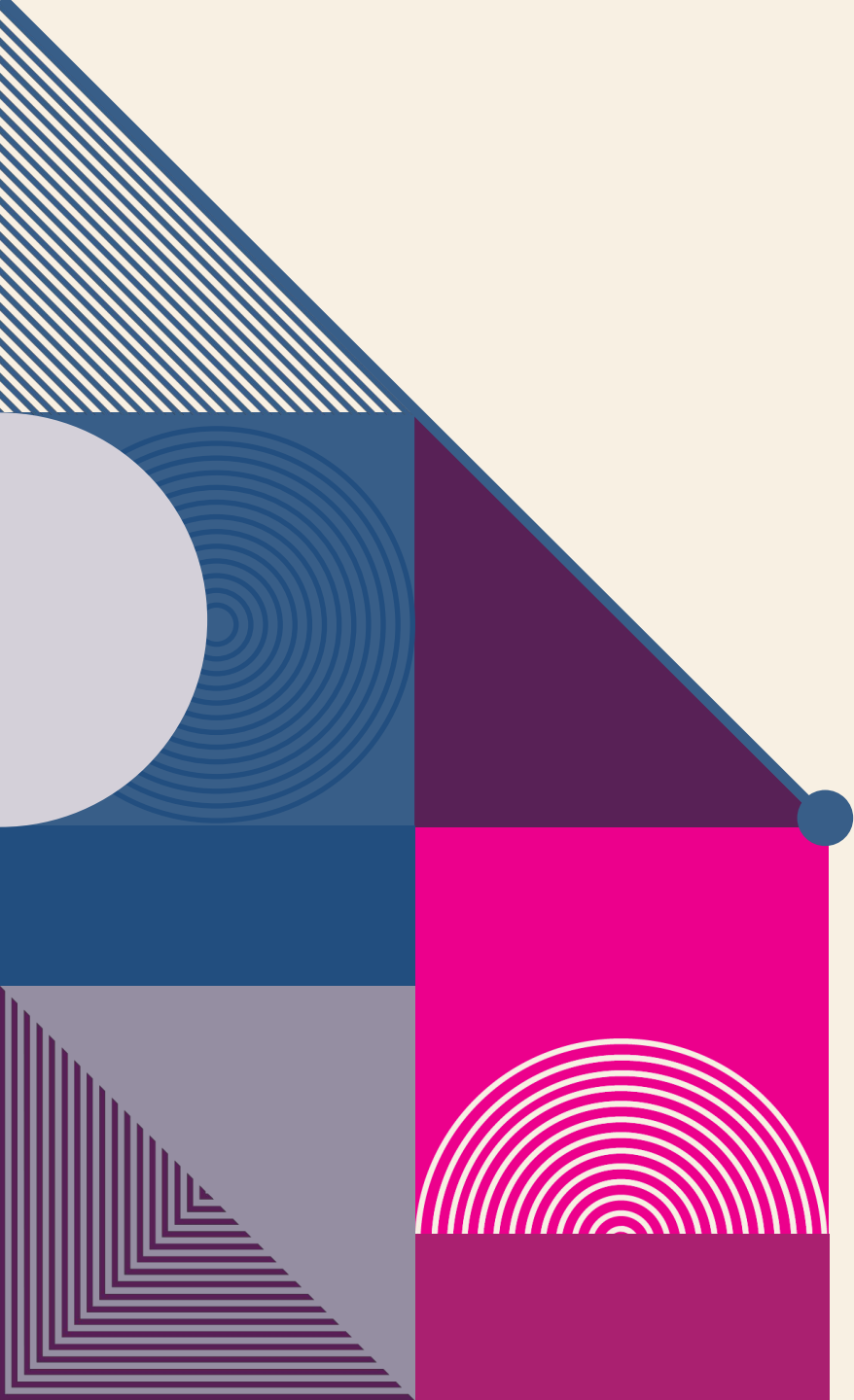
The word neurodiversity refers to the diversity of all people, but it is often used in the context of autism spectrum disorder (ASD), as well as other neurological or developmental conditions such as ADHD or learning disabilities (including Giftedness).

The neurodiversity movement emerged during the 1990s and as it continues to evolve, aims to increase acceptance and inclusion of *all* people while recognizing and embracing neurological differences. Through ever developing online platforms, more and more Neurodivergent and Autistic people were able to connect and participate in self-advocacy. While may have been initially seen as social justice movement, neurodiversity research and education is increasingly important in how professionals and para-professionals view, support and advocate for individuals who are Neuro-Divergent.



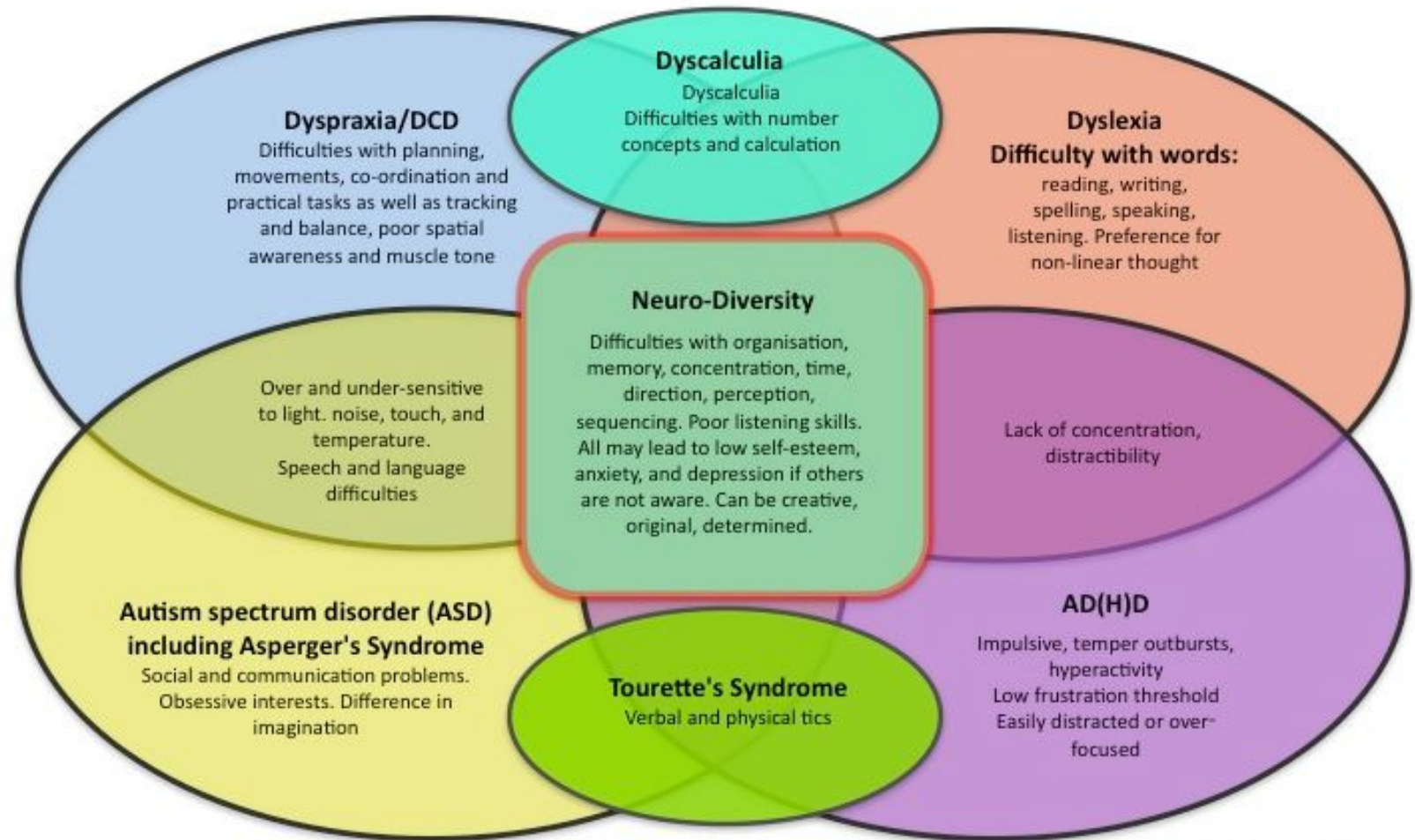
NEURO-DIVERGENCE, AUTISM, ADHD, LEARNING DIFFERENCES & GIFTEDNESS OVERVIEW

Neurodiversity describes the idea that people experience and interact with the world around them in different ways; there is no one "right" way of thinking, learning, and behaving, and differences are not viewed as deficits. Neurodivergence, or neurodiversity, is a concept that recognizes and embraces the natural variation in human neurological functioning. It acknowledges that individuals have diverse neurological traits, cognitive styles, and ways of processing information. Neurodivergent individuals may have atypical neurological conditions or cognitive differences that deviate from what is considered typical or NeuroTypical (NT). NeuroTypical (NT) refers to or describes what at one time may have been 'normal'. The use of 'normal' creates stigma and reinforces negative stereotypes.



The Make-up of Neuro-Diversity

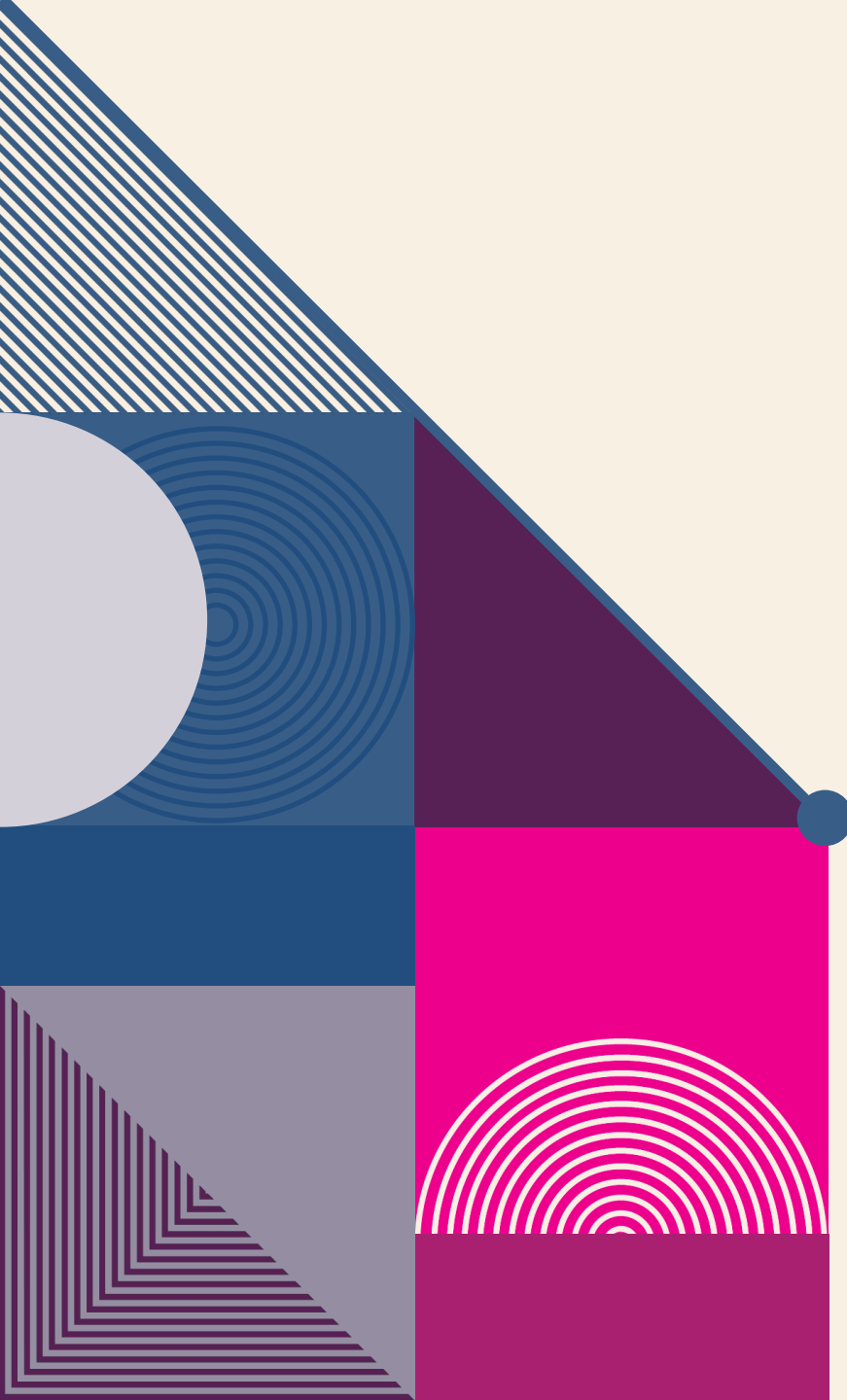
This is a document for discussion, concentrating mainly on the difficulties of those with neuro-diversity. It must however be pointed out that many such people are excellent at maths, co-ordination, reading etc . We are people of extremes.



Created by Mary Colley



RESPONDING TO THE INDIVIDUAL NOT THE DIAGNOSIS



WHY ARE STEREOTYPES SO HARMFUL?

- Lifelong Care Is Needed
- Children Shouldn't Ask Questions About Neurodiversity
- Differently-abled People Live Entirely Different Lives
- Disability Is An "Illness" To Be Cured
- Neurodiversity Is A Burden
- Differently-abled People Are Dangerous
- Neurodiverse And Differing Needs People Are 'Limited'



DIFFERENCES IN COMMUNICATION THAT CAN LEAD TO BEHAVIORS OF CONCERN

Personal or Individual Barriers - Emotional Dysregulation, trauma, sensory issues, alexithymia, situational Muting, and cognitive Distortions

“Deficits in:

- Social Emotional Reciprocity
- Nonverbal communication
- Developing , maintaining, and understanding relationships
- Directness and Efficiency in language and communication
- Honesty and Truth/Social Justice
- Info Dumping and Special Interests (Hyper-fixation)
- Echolalia

- ENGAGING NEURO-DIVERGENT PERSON(S) AS INDIVIDUAL NOT STEREO-TYPE – LEVERAGING STRENGTHS AND DIFFERENCES FOR SUCCESS

Don't force your standards of NT communication styles or preferences on a Neuro-Divergent (ND) Individual

Create a shared plan for time spent together.

Flexible, shared structure = respect, being heard, creating an understanding of what to expect

Use shared experiences and time to create a safe relationship that meets the ND individual(s) at their comfort level

Encourage questions and provide thoughtful responses to encourage and enhance communication & participation

Check in frequently to make sure the 'picture' in your head matches the expectations of the ND individual.





FINAL TIPS & TAKEAWAYS

Q & A

Effective mentorship requires flexibility, active listening, and a willingness to adapt communication styles to ensure mutual growth.

These dynamics can be navigated with mutual understanding, clear communication, and adjustments in expectations.

WHY IS KNOWING ABOUT NEURODIVERGENCE IMPORTANT TO MENTORING A CHILD?

- Understanding different perspectives
- Managing expectations
- Structure and flexibility
- Misinterpretation of communication styles
- Mentor's expectations of conformity
- Overwhelm from feedback
- Divergent approaches to communication
- Sensory and processing differences
- Conflicting coping strategies
- Directness vs. subtleties
- Social cues and emotional expression
- Processing speed and feedback style



THANK YOU!

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