



PiNS Project: Making our clubs neuro- inclusive

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Session aims

- To understand the importance of being neuro-inclusive
- What is neurodiversity and neurodivergence, including what this might look like in clubs
- How we can apply neuro-inclusive principles in our clubs
- Evaluating whether we are being successful
- Time to ask questions



What is neuro-inclusivity?

Creating a community and space which values and supports both neurodivergent and neurotypical children and young people so everyone can access and participate.



EXCLUSION



**REASONABLE
ADAPTATION**



INCLUSION



Why neuro-inclusivity is important



Equality Act 2010

ARTICLE 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 39 (recovery from trauma and reintegration)

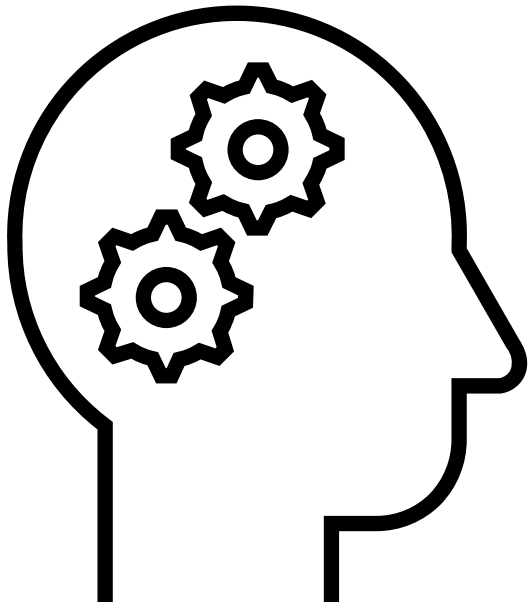
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

What is neurodiversity?

Neurodiverse – the diversity (difference) of minds.

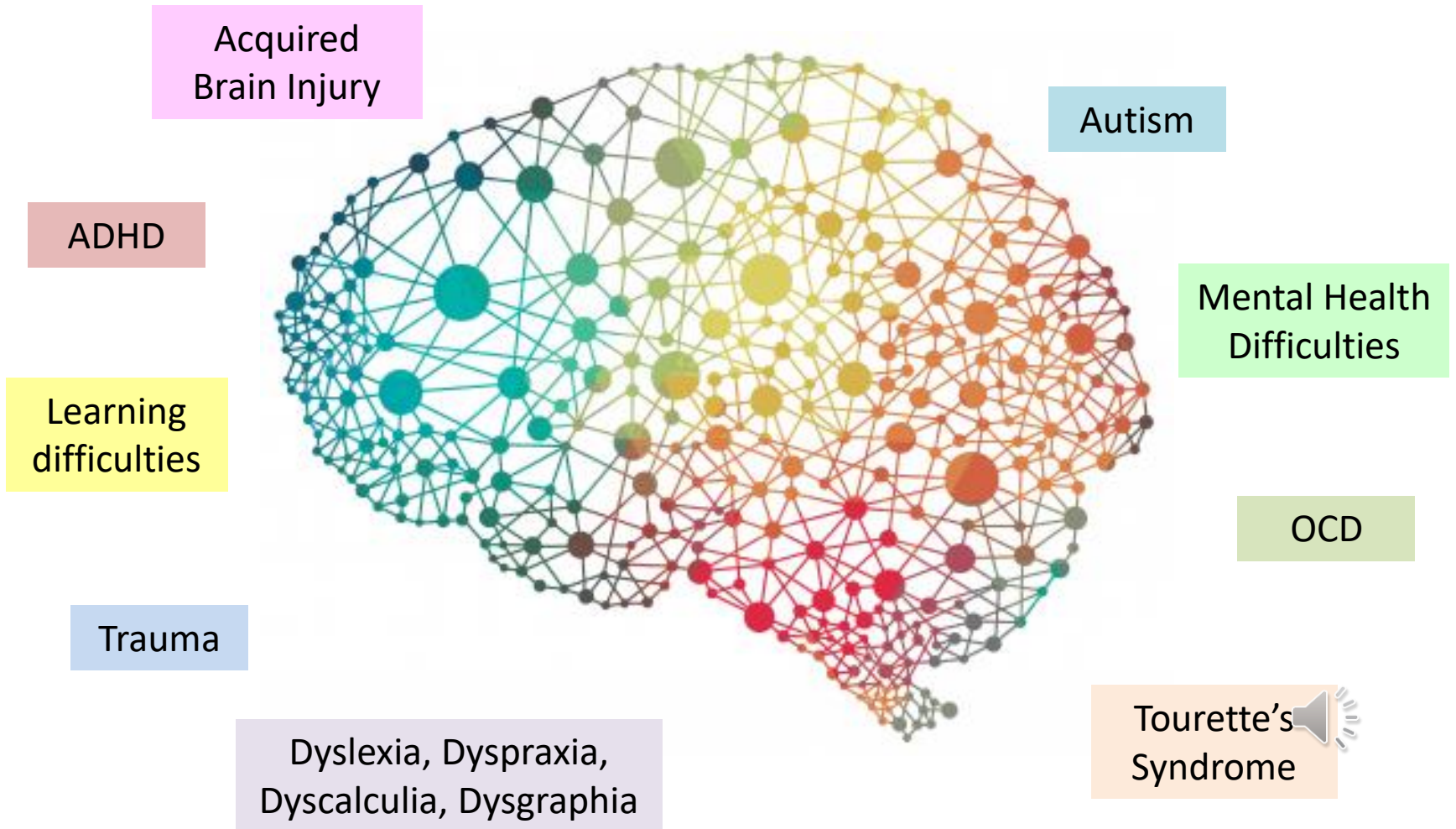
Dominant neurotype / 'neurotypical' – the majority within the group.

Neurodivergent – those falling outside the majority.



The Neurodiversity Umbrella

What may be included under the neurodiversity umbrella?



Terminology...

If possible, discuss with the young person you are supporting how they would like to refer to their neurodiverse profile and whether they are happy with you to communicate their preferences to other adults and young people.

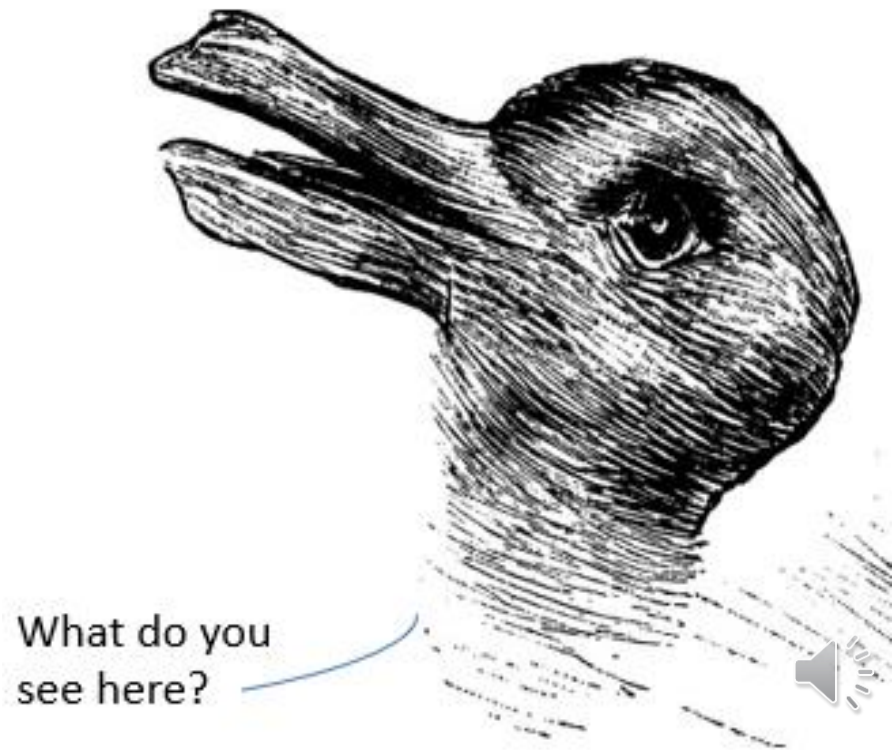
it matters



Why does neurodiversity matter?

Neurodiversity is about how you see the world around you.

Two people with different experiences of the world might fail to empathise with each other and struggle to communicate.



Key areas of differences

Executive
Functioning

Sensory
Processing

Emotional
Regulation

Anxiety





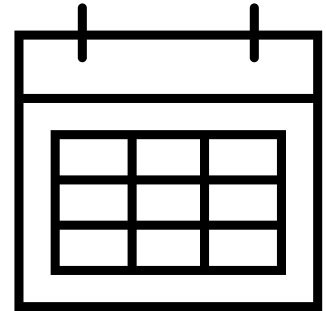
Executive Functions

Type of Executive Function	What this might look like
Impulse Control	Saying inappropriate things or showing risky or unsafe behaviour.
Emotional Control	May 'over' react to small things or find feedback hard to take.
Thinking Flexibly	Frustration when presented with new information or a different point of view.
Working Memory	Finding it difficult to remember instructions, even with adult support.
Planning and Prioritising	Not following instruction or indecisiveness.
Self-monitoring	Surprised by a bad outcome and may become upset by this.
Task Initiation	Not sure how or where to begin.
Organisation	Losing train of thought or possessions frequently.

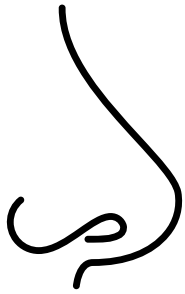


Supporting Executive Functioning

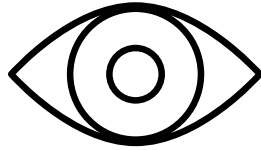
- Keep routines and structure of the club as consistent as possible, this includes:
 - Days, timings and order of activities.
 - If changes happen, try and give young people advance warning of this so it is not a surprise, and they can prepare for it.
- Provide reminders before sessions.
- Consider your use of language.
- Break tasks into small chunks and show what they need to do.
- Give young people time and space to process information given to them.



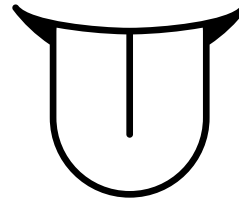
Sensory processing



Olfactory
(Smell)



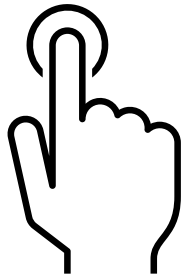
Visual
(Sight)



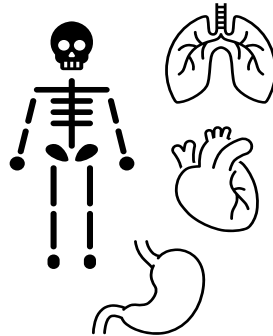
Gustatory
(Taste)



Auditory
(Hearing)



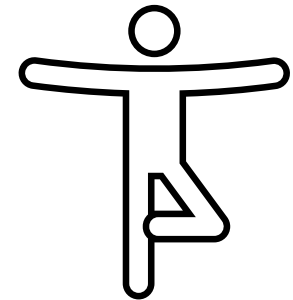
Tactile
(Touch)



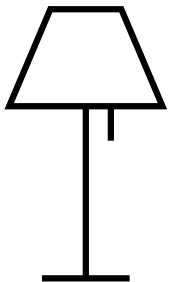
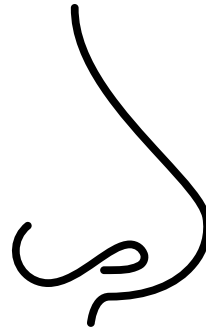
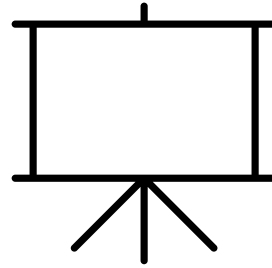
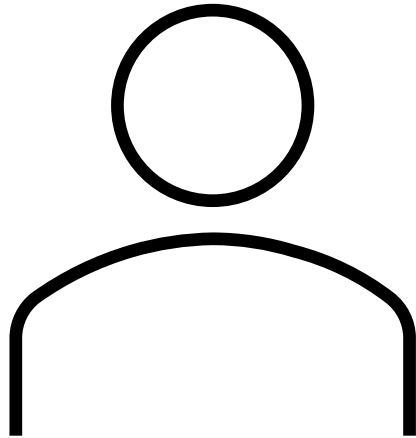
Interoception
(Internal signals)



Proprioception
(Body awareness)



Vestibular
(Movement and balance)



Supporting Sensory Processing

- Create a low arousal environment.
- Considered use of verbal and non-verbal language.
- Create a safe space.
- Do they have objects which help them?
- Schedule or provide opportunities for movement breaks.
- Ensure access to drinks and snacks.
- Talk with key adults and the young person to understand how the environment needs to be adapted to support them.

Pause...

In the next six weeks, what three changes will you make to your physical space to make it more neuro-inclusive for young people with sensory needs?

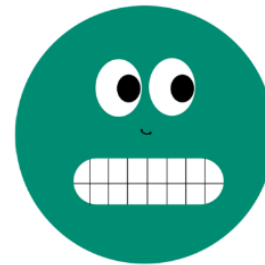


Image sourced from PNG Egg



Emotional Regulation

Emotional regulation can be influenced by other environmental factors which can affect our tolerance levels.



I feel

Overwhelmed

I need to

Take some deep breaths and use my 5, 4, 3, 2, 1 grounding technique

Supporting Emotional Regulation

- Have a safe space.
- Emotion 'check-in' tools.
- Co-creating an individualised 'emotion plan' between parents/carers, young person and club adults where strategies are agreed to try when emotional support is required.



Pause...



Image sourced from PNG Egg

- What two accommodations will you make for young people when they start at your club?
- What will you do if a young person comes to your club, and they are feeling dysregulated?





Image sourced from Pinclipart

Anxiety

- Anxiety is found in both neurodivergent and neurotypical individuals.
- Common in neurodivergent individuals due to:
 - Navigating social and sensory environments that might be difficult or challenging.
 - Feeling misunderstood or not accepted by others.
- Neurodivergent individuals may mask or camouflage, which further increases their anxiety and has a negative effect upon their mental health.

Supporting Anxiety

- Empathy can be powerful. What would we like to be different?
- Ensure we give adults information to allow them to do this.

Child's emotional situation	A similar situation for an adult	How would I feel?
Starting a new school	Starting a new job	
Being left out of a joke shared by classmates	Walking into the staff room and it goes quiet	



Recognising Strengths

Recognising neurodiversity means that no matter what our differences and challenges, everyone also has their own strengths and talents.

Many successful neurodivergent individuals attribute their success directly to their unique way of thinking and perceiving the world around them.



CREATIVITY

unique way of
thinking, novel
solutions to problems



VISUAL SKILLS

visual learning,
detailed focus



INTEGRITY

honest &
trustworthy



Using Strengths to Facilitate Inclusion

- Consider and build upon interests and strengths.
- What is already working well and how can we build upon this?
- Create opportunities for success as well as celebrating these as they happen.
- Use effort-based praise and growth-mindset language.
- 'All about me' profile



Image sourced from Clipartmax

Pause...

How will you ensure opportunities for success and capture these?



Image sourced from PNG Egg

How do we know we are being successful?

- Determine success criteria, for example:
 - Do people feel welcome?
 - Are a range of young people and families represented?
 - Are all club members included in decision-making?
 - Are all club members able to participate?
 - Do all club members feel safe in the club?
- How will we know this?
 - Quantitative data (e.g., attendance)
 - Qualitative feedback from our young people, parents and carers, club leaders.



Thank you for listening!

Before we move onto Q&A,
I would like you to:

Write down three things
you will take from this and
apply to your practice
within the next six weeks:

- 1.
- 2.
- 3.



***Any* questions?**

Scan the QR
or use link to
join



I would appreciate you taking
the time to complete this
feedback form

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