



Neurodiversity workshop

How to support neurodiverse
children at home

Anne-Marie Rose – Autism Outreach Teacher for Waverley
and Woking



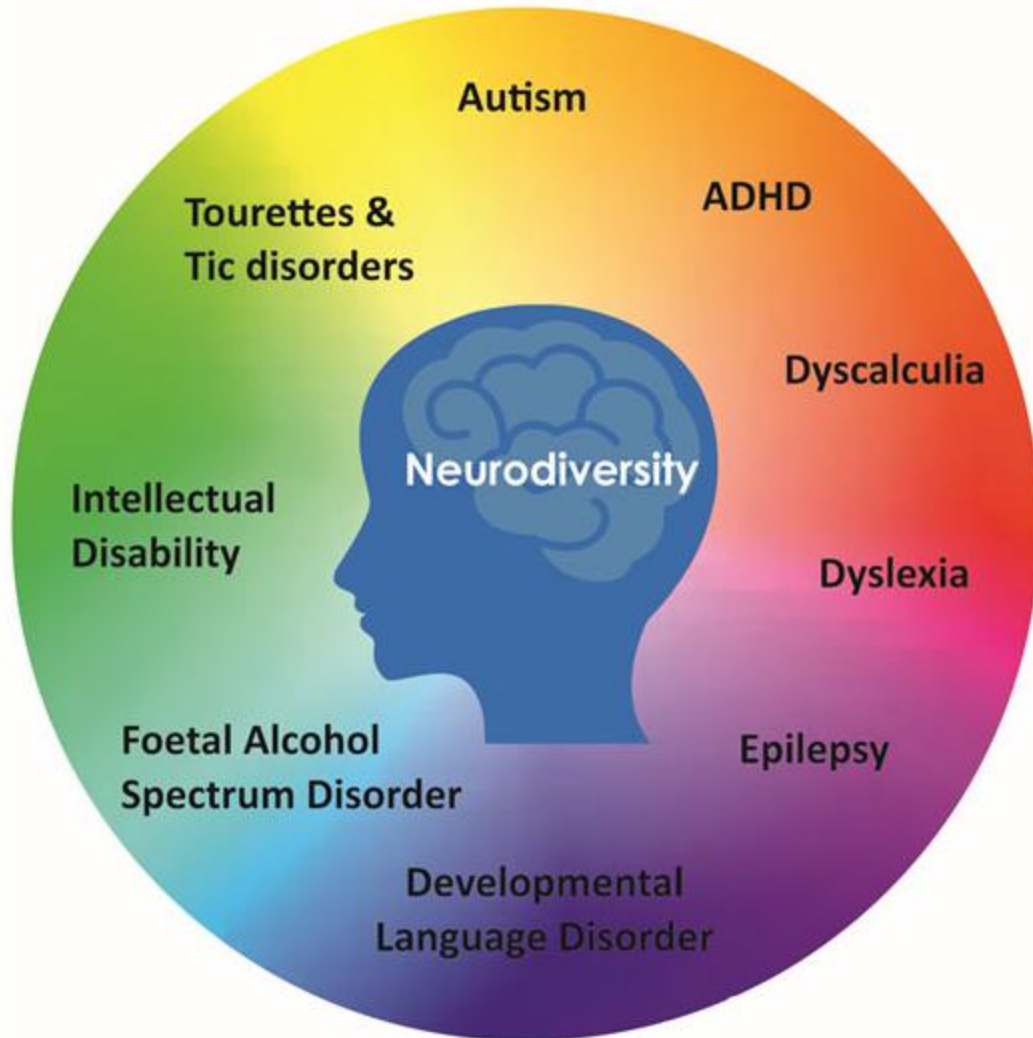
Autism Outreach
for Schools

The plan

- What the term neurodiversity means.
- Brief overview of Autism and ADHD.
- Top tips for supporting neurodiverse students at home
- Questions



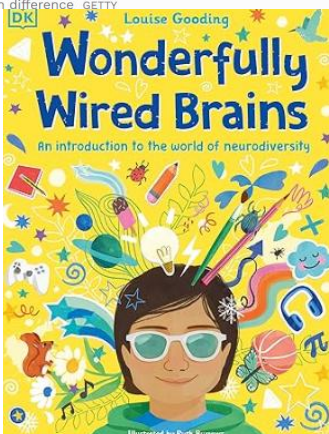
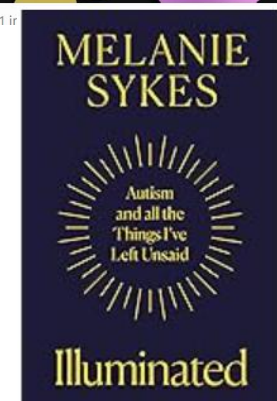
What is neurodiversity?



Typically, being neurodiverse means having a brain that works differently from the average 'neurotypical' brain.

- Huge variation within these areas
- Neurodiversity is a very current issue.....

One in five adult Americans is neurodiverse, which means they learn differently. And that's okay. It's time to meet them where they're at in the classroom and in the workplace.



Workplace Wellbeing

Great minds don't think alike: What we can learn from Silicon Valley

September 13, 2023

Naomi Lucking

Writer

NHS faces 'avalanche' of demand for autism and ADHD services, thinktank warns

Nuffield Trust says system for treatment is 'obsolete' as number of patients in England awaiting assessment hits record high



Many schools require a formal assessment before autism or ADHD support for a child can be

NHS 'overwhelmed' with ADHD and autism referrals

Since the pandemic those on the waiting list for autism and ADHD referrals has skyrocketed

Lydia Patrick • Thursday 04 April 2024 11:26 • Comments

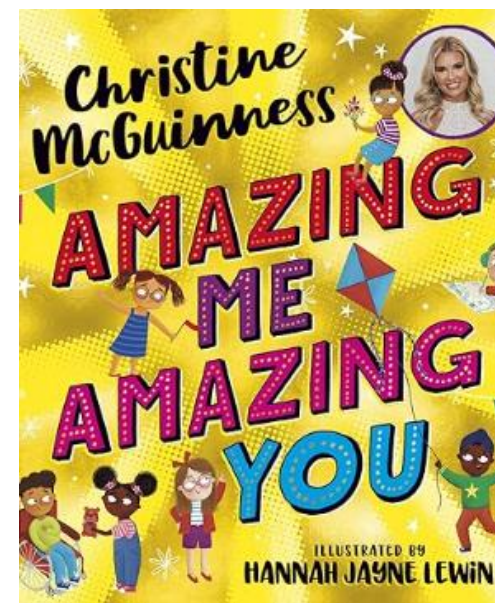


The demand has soared five times since before the pandemic (PA Wire)

Wired differently: how neurodiversity adds new skillsets to the workplace



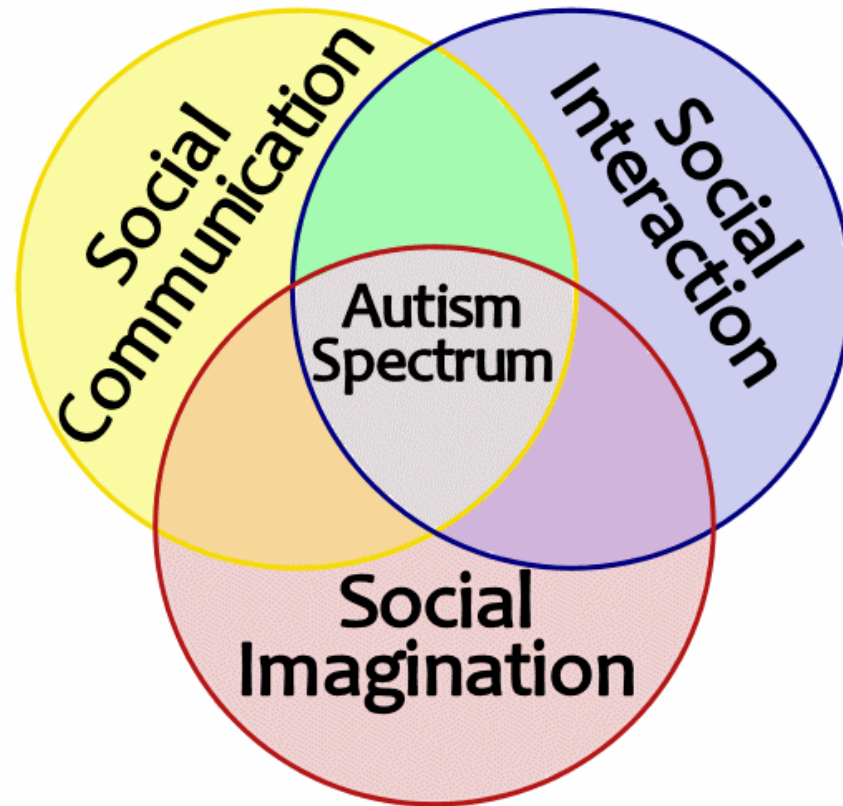
It takes all kinds of neurological differences, such as ADHD, dyslexia and dyscalculia, can add inspiration to a workplace. Illustration: Clifton Wright/Guardian



Wing and Gould's triad of difference (1979)



Autism



What do we see?

Social
Imagination

- Makes it hard for children and young people (CYP) to organise themselves and think about what's happening.
- May need support with transitioning.
- Can make it hard for CYP to understand and cope with change.
- May need support understanding others.
- Logical thinking.
- Can fixate on certain things.
- Unique and creative thought processes.



What do we see?

Social
Communication

- Good language skills don't always mean good understanding.
- Literal understanding of language; CYP may not understand sarcasm or idioms.
- CYP may need time to process information and instructions.
- Visual learners and communicators.
- May need help making choices.
- Difficulty expressing their own needs and feelings.
- Imitation echolalia (copying language from favourite shows or experiences).



What do we see?

- Strong personal agendas.
- Interaction can sometimes cause anxiety.
- Copying others to 'fit in.'
- Masking
- Support - new people, places or situations.
- Difficulty with eye contact, turn-taking and sharing.
- Difficulty with emotions.
- Articulate - preference for conversations with older children / adults.
- Lots of children with autism learn how to 'fit in' to a neurotypical world

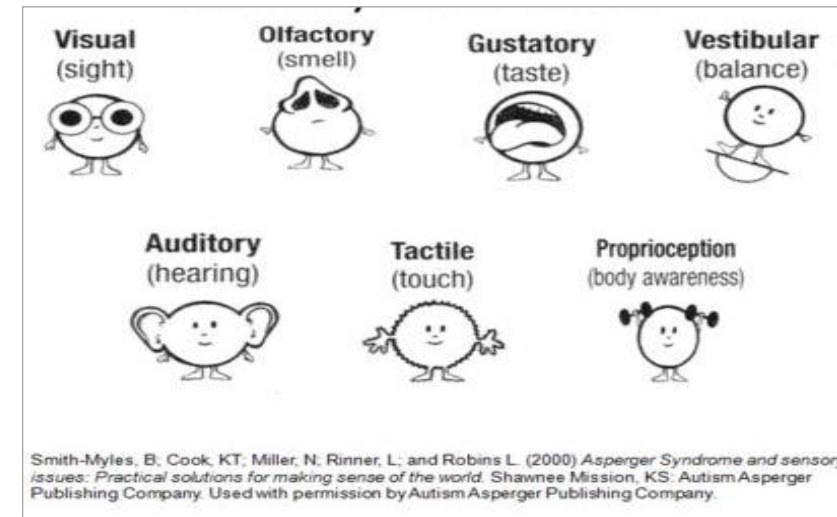


What do we see?

- Varies hugely from child to child
- Particularly sensitive to some sensory experiences e.g. sound
- Under-sensitive to others e.g. not feeling pain
- Some students – OT support, especially if sensory processing disorder is suspected
- Need regular sensory breaks built into their day
- May feel overwhelmed in noisy or busy places
- Lots of children with autism cope with adaptations and understanding about sensory needs



Sensory Issues





4 minutes

A D H D

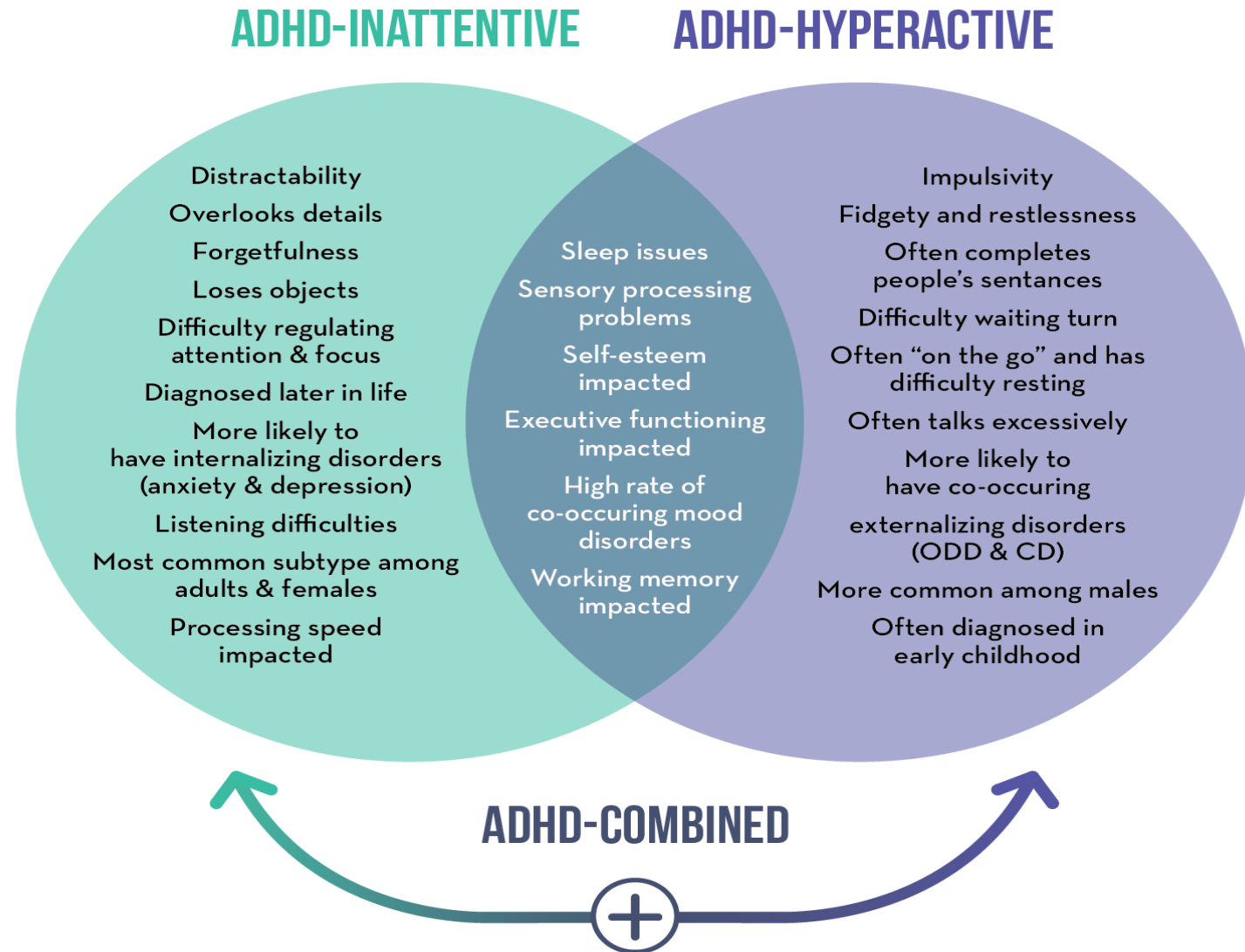
A photograph showing four hands holding up large, colorful letters that spell out 'ADHD'. The letters are: a blue 'A', a green 'D', a yellow 'H', and a red 'D'. The hands are positioned below each letter, supporting them from underneath. The background is plain white.

What is ADHD?

Attention deficit hyperactivity disorder is defined as a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development. The definition requires that symptoms:

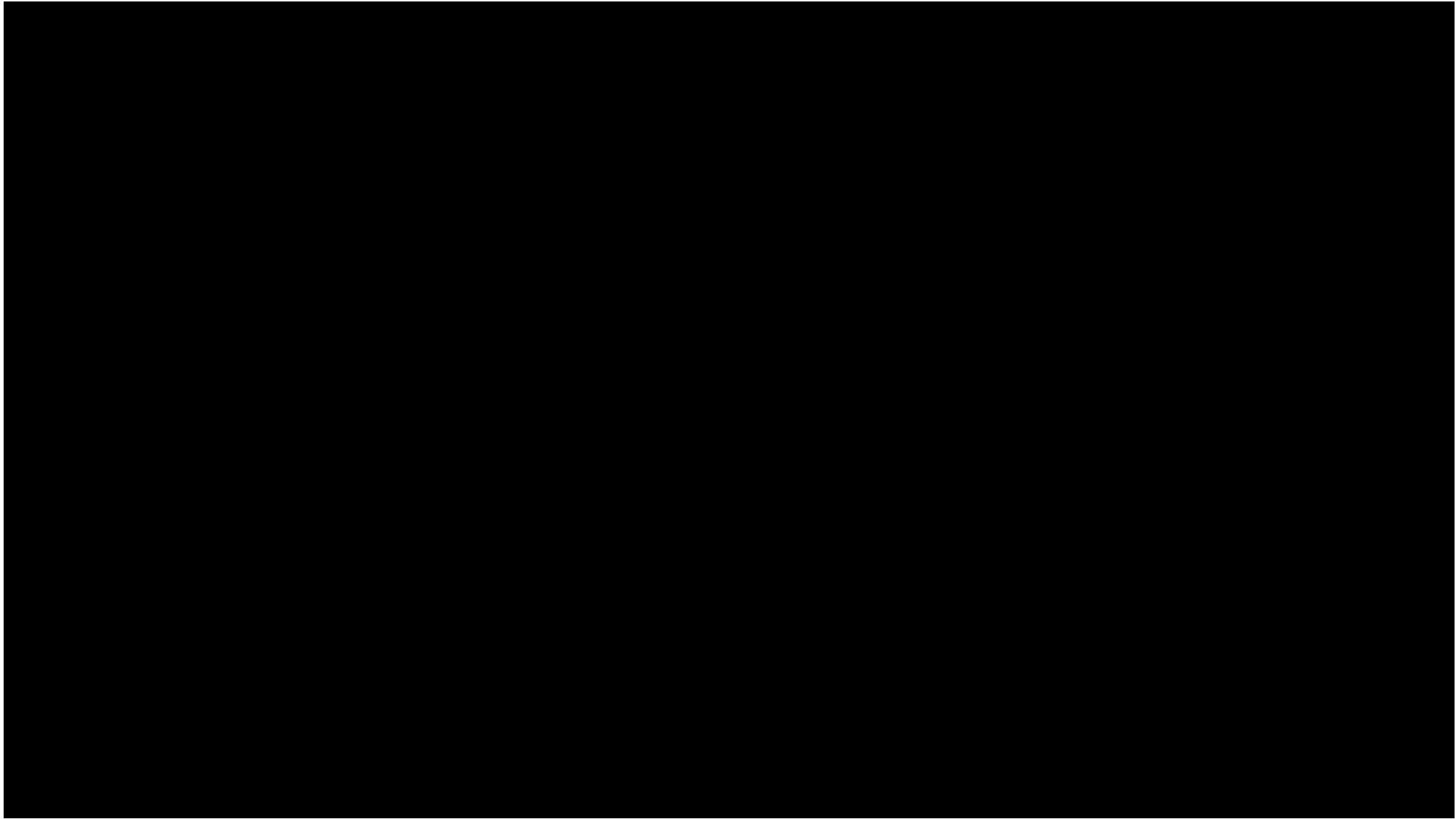
- Start before 12 years of age.
- Occur in two or more settings, such as at home and school.
- Have been present for at least 6 months.
- Interfere with, or reduce the quality of social, academic or occupational functioning.
- Do not occur exclusively during the course of a psychotic disorder and are not better explained by another mental disorder.

Subtypes of ADHD



NICE National Institute for Health and Care Excellence

- The inattentive subtype accounts for 20% to 30% of cases.
- The hyperactive-impulsive subtype accounts for around 15% of cases.
- The combined subtype accounts for 50% to 75% of cases.
- The global prevalence of ADHD in children is estimated to be around 5%.
- ADHD is more commonly diagnosed in boys than girls.



What do we see?

- Support with organisation / self-care
- Difficulty following instructions
- Not getting things finished
- Easily distracted
- Not retaining information
- Poor attention to detail
- Daydreaming



What do we see?

- Often interrupts others
- Need support with turn-taking
- Difficulty with social games
- Blurting out answers
- Inappropriate comments
- Can be shy or withdrawn
- Can be frustrated or quick to anger
- Starting before the explanation is finished



What do we see?

- Constant fidgeting
- Difficulty reining in a seat
- Difficulty sitting nicely on the carpet
- Excessive talking and/or noise making
- Loosing things or forgetting things repeatedly and often
- Shifting from one thing to another without getting tasks finished
- Poor motivation for tasks that are not of interest



Diagnosis

- Mindworks referral
- Private providers
- Right to choose through the GP
- Under 5 – autism assessments can go through the Paediatrician
- ADHD assessments – providers often suggest not referring children until they are 6
- Do your research / seek advice / complete questionnaires
- A diagnosis does not mean your child will get an EHCP.



How can we support neurodiverse children?

- Prevention is key for reducing the likelihood of emotional meltdowns.
- In all special needs settings the focus is on preventing students becoming dysregulated in the first place.
- How can we do this?



1. Building Trusting Relationships



As Laura Kerby says;

“Trust is the antidote to anxiety”

Every day – relationships are not build just once, but something we work on everyday, like adding coins to the piggy bank

(There will be some withdrawals too)

PACE



Playfulness

• Playfulness in interactions can diffuse conflict and promote connection
e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



Acceptance

• Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



Curiosity

• Being curious to where a behaviour has come from (in your head or out loud.)



Empathy

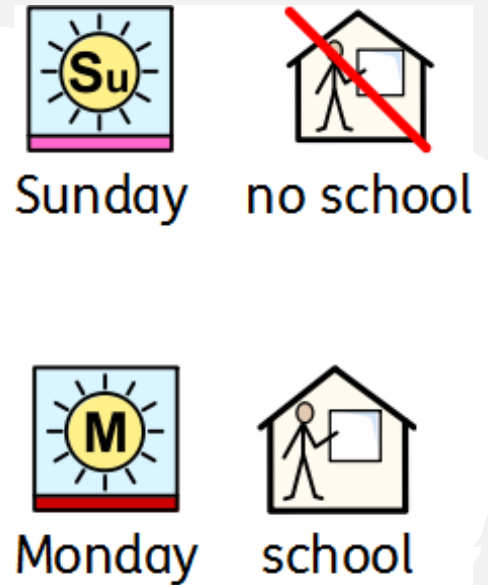
• Really connecting with how they are feeling and showing compassion



P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by gumpgump






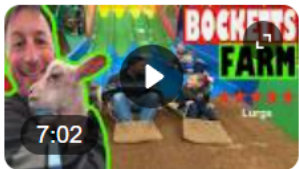
2. Make life as predictable as possible
 Planner and calendars let your child know what to expect and reduce anxiety. They also allow us to let children know when there are going to be changes to what they expect!


E.g. visual preparation

- Visual preparation for new places e.g. Youtube clips / websites
- Social stories to explain what will happen / options if they feel overwhelmed


 YouTube · Lurgs How To Guides
7.6K+ views · 7 years ago


[Bocketts Farm Park Review a Great day out](#)

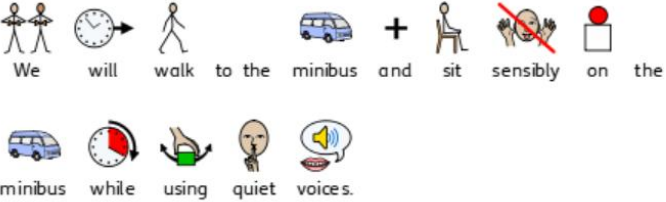
 **Bocketts Farm** Park Review of our Day Out. My Review of **Bocketts Farm** Park. Once upon a time... **Bocketts Farm** Park is a working family farm ...


 4 key moments in this video




 Cinema trip

 Today we are going to the cinema.

 We will walk to the minibus and sit sensibly on the minibus while using quiet voices.

 We will walk to the cinema and sit sensibly in our seats. We must do good listening and whisper as people



E.g. lists at home



3. Think sensory – think about their sensory needs and have a plan to tackle overstimulating environments.



SENSORY CHECKLIST



Visual/Sight

✓ Tick where appropriate

Visual Seeking		Visual Avoiding	
<input type="checkbox"/>	Looks for bright/flashing lights	<input type="checkbox"/>	Overly sensitive to bright lights (may complain or close eyes)
<input type="checkbox"/>	Enjoys lining up items in rows or by colour	<input type="checkbox"/>	Easily distracted by bright displays
<input type="checkbox"/>	Enjoys playing with toys that spin	<input type="checkbox"/>	Finds 'busy' rooms challenging
<input type="checkbox"/>	Loves to play with shiny objects	<input type="checkbox"/>	Seeks out dark spaces
<input type="checkbox"/>	Appears to enjoy games which involve bumping and crashing different toys	<input type="checkbox"/>	Often rubs eyes when focusing on work
<input type="checkbox"/>	Stands too close to interactive whiteboard/screen	<input type="checkbox"/>	Avoids eye contact with others

How to support:



Allow the child to play with visually stimulating equipment (such as a torch). Ensure this time is carefully managed and structured.

How to support:



Schedule regular visual breaks into their day. Use a blackout tent (if possible) or create a bespoke low-stimulating area for them to use.



Touch/Tactile

Tactile Seeking		Tactile Avoiding	
<input type="checkbox"/>	Enjoys touching everyone/everything	<input type="checkbox"/>	Dislikes being touched unexpectedly
<input type="checkbox"/>	May not recognise when they have been touched (unless forcefully)	<input type="checkbox"/>	Avoids having their hair brushed
<input type="checkbox"/>	Unaware when they have dirty hands/runny nose	<input type="checkbox"/>	Dislikes being close to others (lining up)
<input type="checkbox"/>	Seeks messy play	<input type="checkbox"/>	Sensitive to certain items of clothing or labels



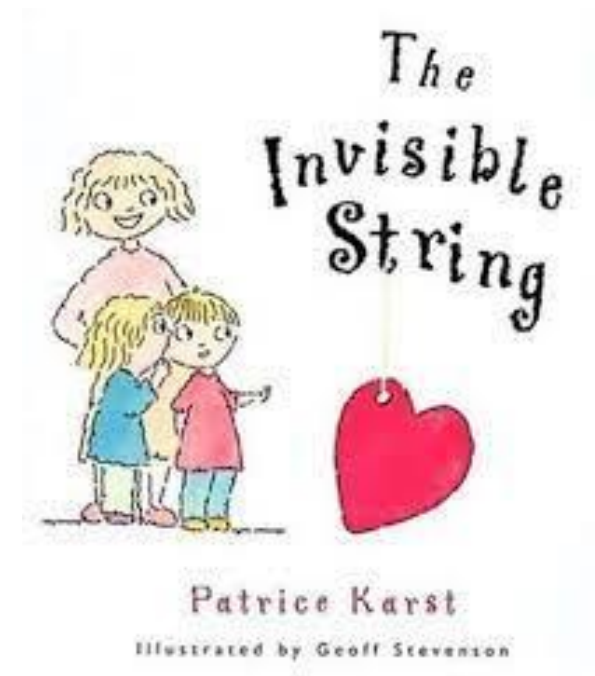
4. Prepare positively for the school day

Talk through the lessons/ timetable for the day, or remind of a favourite activity



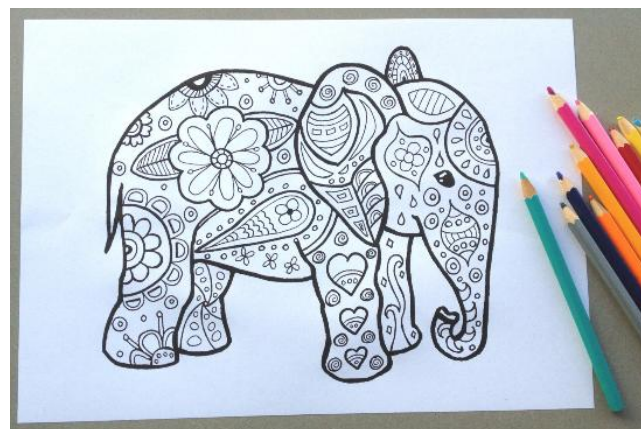
 Morning jobs to complete	 Tick
+ Wake up and get out of bed	
 Go to the toilet	
+ Have breakfast and a drink	
 Take your pyjamas off	
 Put on your school clothes on	
+ Clean your face and brush your teeth	
 Brush your hair	
 Put on suncream	
 Put your school shoes on.	

Morning routines



Discuss the link with home

5. Allow some down-time after school



Energy Accounting



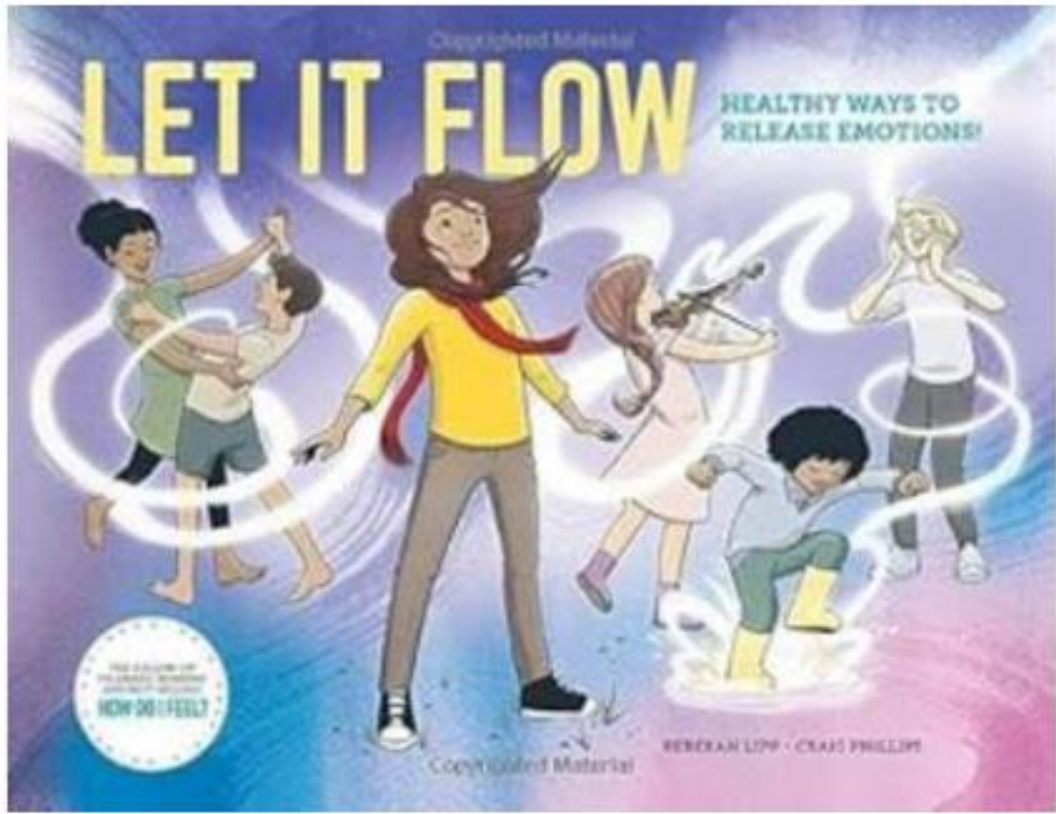
Too much energy out and not enough in is bad. It leads to overload, and exhaustion.



Balancing your energy using energy accounting is good. It leads to feeling regulated, calm and happy.

Don't worry if children don't want to talk about their day



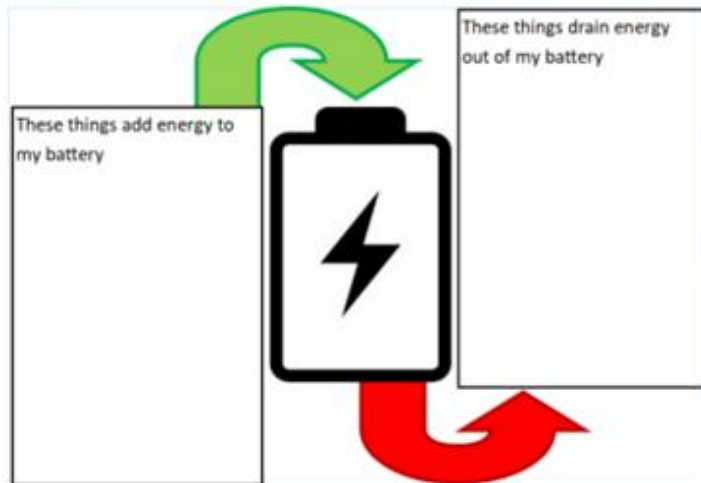


After school activity choices

I	want	colouring	in my room
sticker book	TV	Book	on my own
iPad	Music	sensory toys	outside
Craft	Toys	with people	Please

Activities to help when I feel cross

I	want to	punch a pillow	In my room
breathe it out	kick a ball	rip up cardboard	On my own
dance to music	run outside	throw bean bags	Outside
Wrestle	smash some ice	with people	Please



We all
make
mistakes!

6. Model Emotions / coach through situations

Show children that it is normal to feel different emotions – the key bit is how we deal with them and get back to calm.

BUT...

Beware of over-sharing serious worries with your child.

- Mistakes are great- they are how we learn! Let your child know that mistakes are ok!



6. Managing Meltdowns

Fight



flight



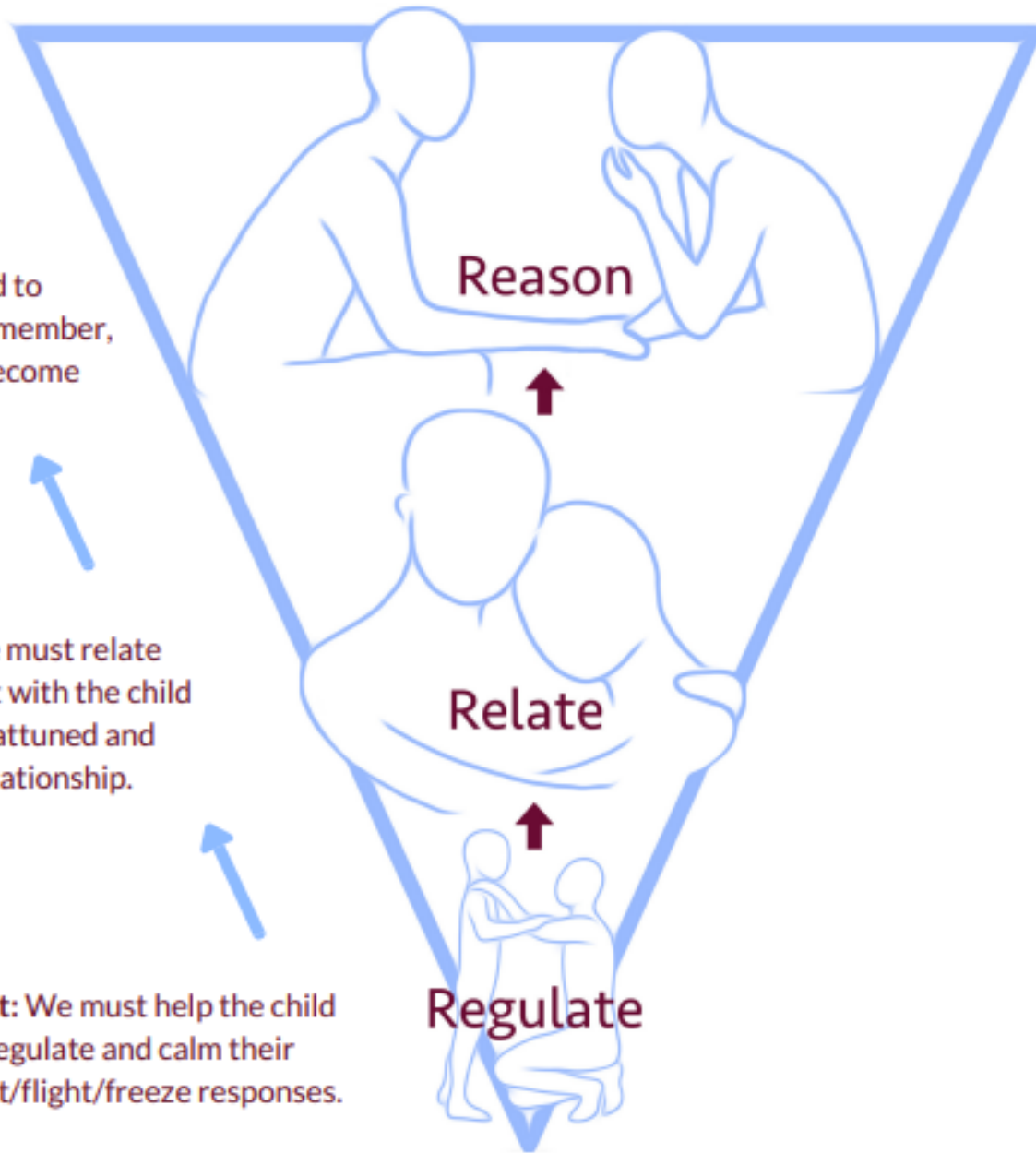
FREEZE



Third: We can support the child to reflect, learn, remember, articulate and become self-assured.

Second: We must relate and connect with the child through an attuned and sensitive relationship.

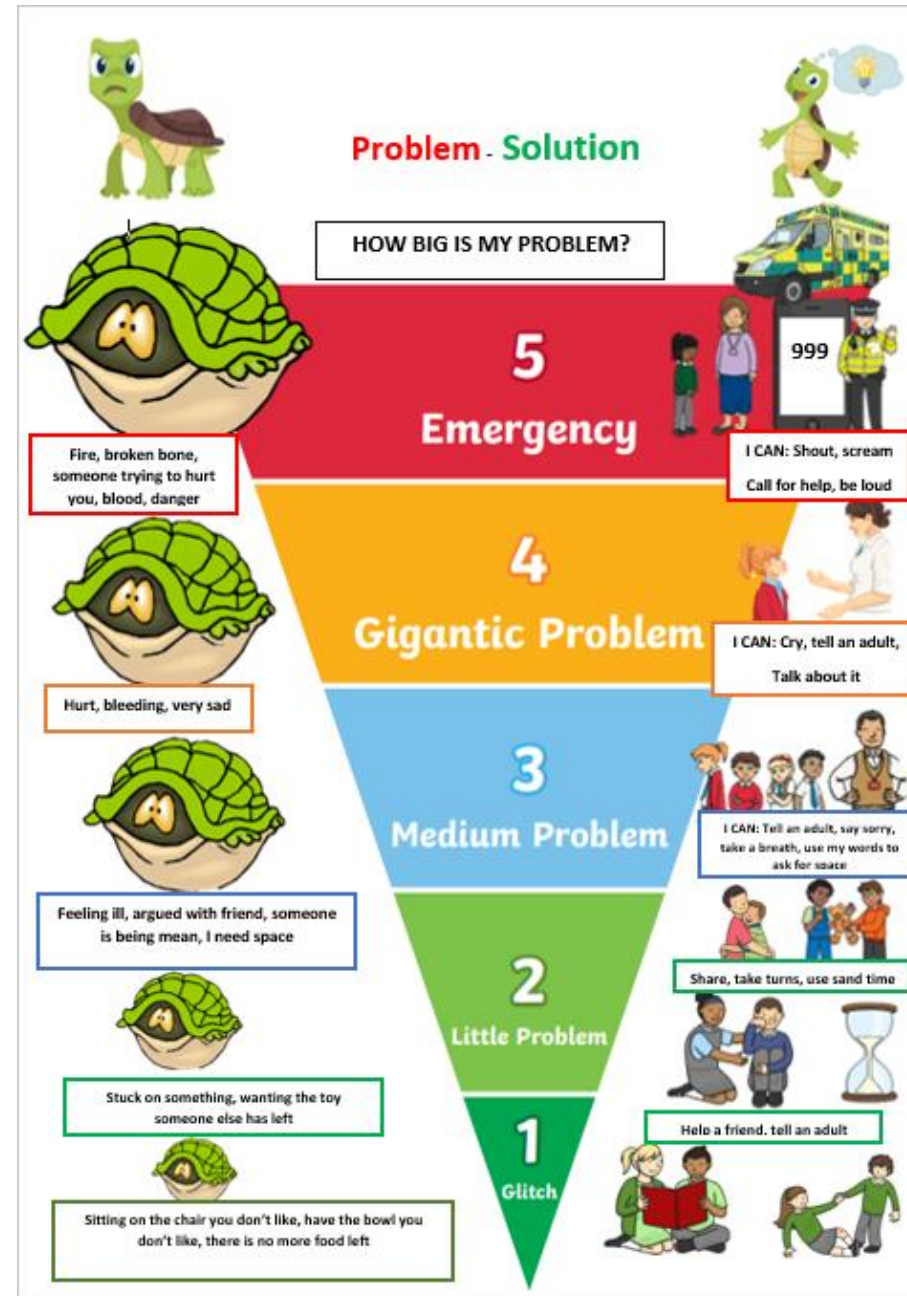
First: We must help the child to regulate and calm their fight/flight/freeze responses.



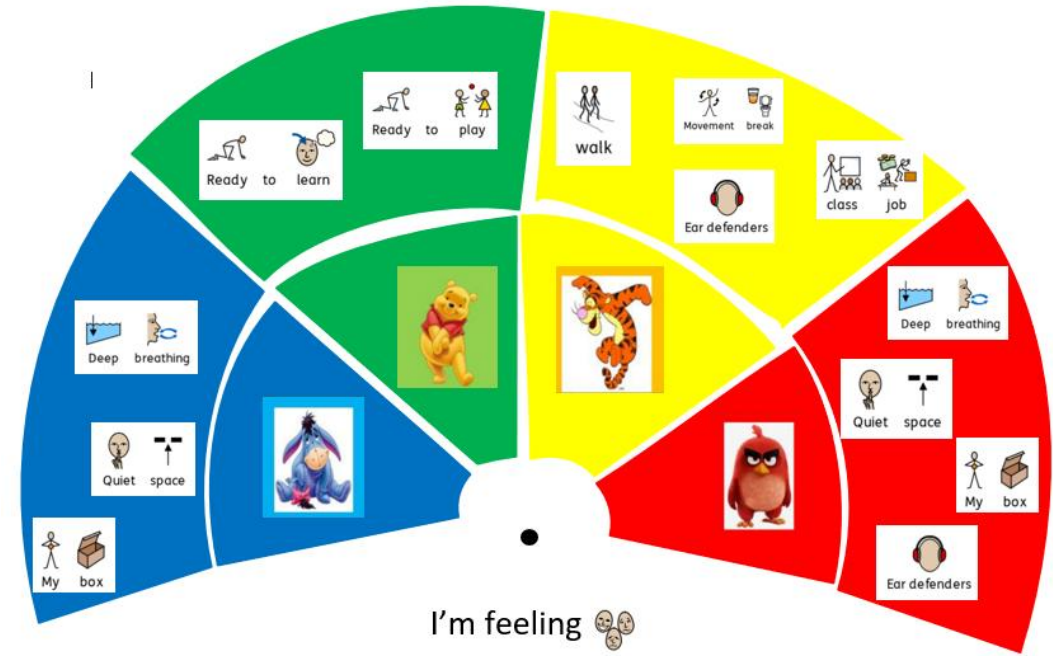
Reflect visually...

Responding to problems

Give guidance on appropriate ways to respond to problems.
Have this visual available.



Explore emotions



Roll over image to zoom in

7. Calming approaches - Teach and model / make time for relaxation and regulating activities.



8. Prioritise sleep routines

Sleep is really important and sleep deprivation can be a source of behaviors and anxieties;



- Have a bedroom set up for sleep and downtime!
- Keep similar bedtime timings - even the weekends and holidays
- Have a consistent routine, which is as boring as possible and once the child has gone upstairs, they need to stay there
- Encourage / work towards self-settling

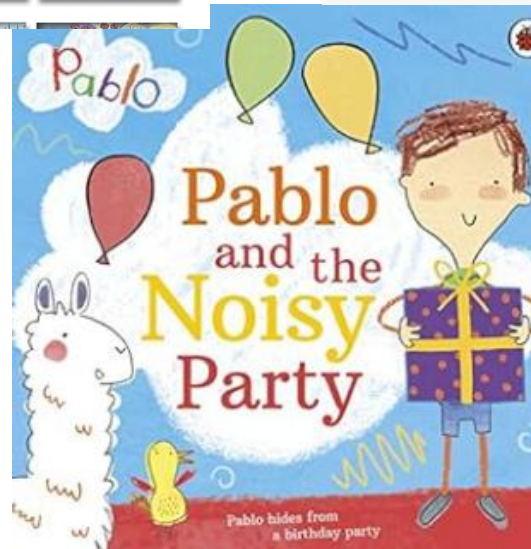
9. Processing time - Time-bond tasks to support time-management and improve transitions between activities. Where possible, make time so you can support them calmly. Always give a 5 minute warning for transitions!



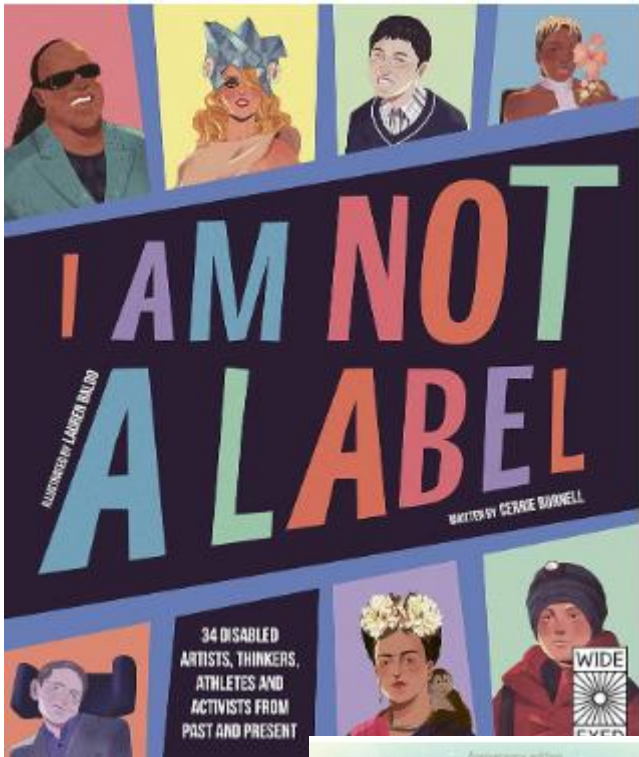
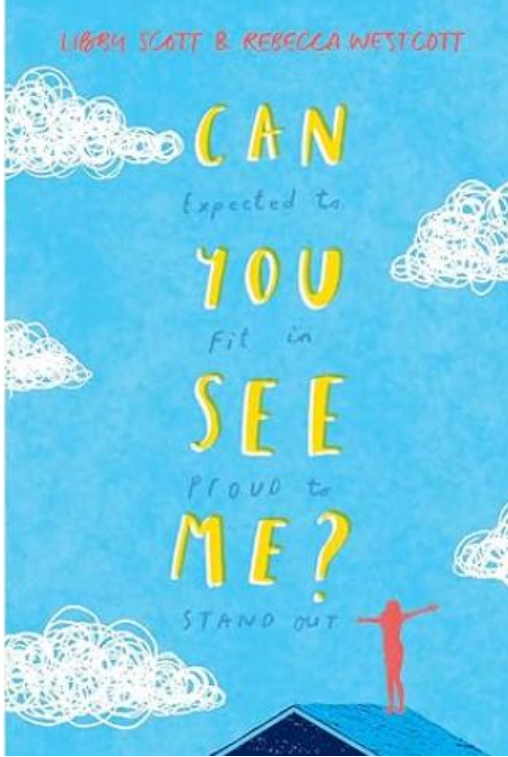
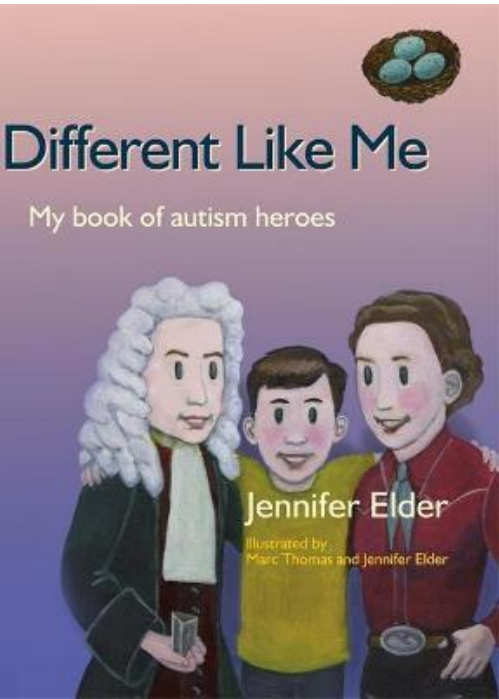
10. Explore neurodiversity / social situations

MY DRAGON BOOKS

RELATABLE & ENGAGING SOCIAL-EMOTIONAL LEARNING



Some may be ready to explore neurodiversity

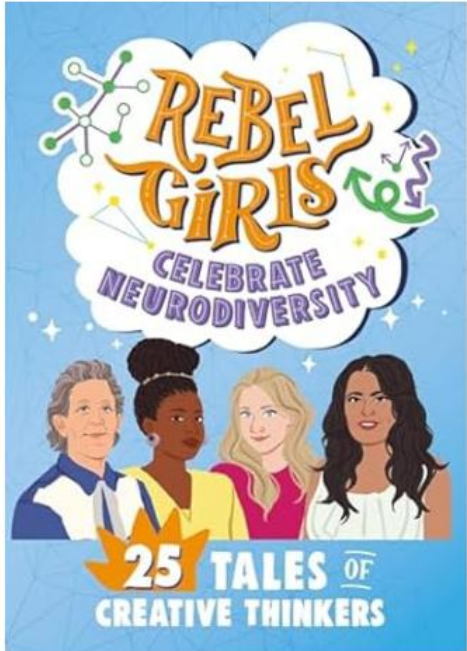


There are lots of successful people



Amazing Things Happen!

YouTube · Amazing Things Project
9 Apr 2017



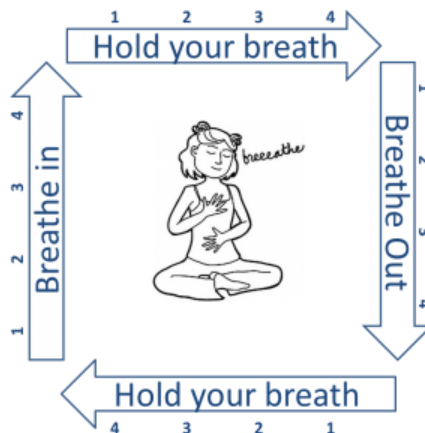
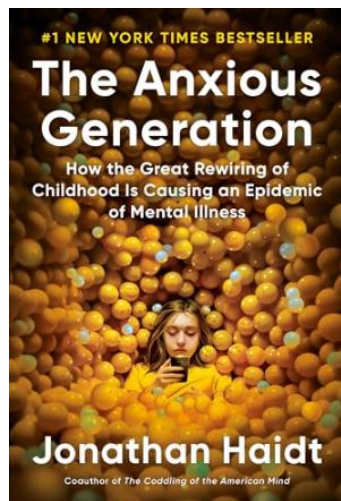
11. Encourage independence and life skills

Job rotas and helping with household tasks can boost self-esteem, improve fine motor skills and promote independence



12. Movement

Regular opportunities to move and time doing physical activities or being outdoors to burn-off energy.



13. Look after yourself

YOU'LL HAVE
GOOD DAYS,
BAD DAYS,
OVERWHELMING DAYS,
TOO TIRED DAYS,
I'M AWESOME DAYS,
I CAN'T GO ON DAYS.
AND EVERY DAY YOU'LL
STILL SHOW UP.

WHEN YOUR CHILD STRUGGLES,
YOU'RE ALLOWED TO

-  feel all your feelings, even if they seem wrong
-  listen to the experts but trust your gut
-  love your child yet wish things were easier
-  be polite but advocate like a bear
-  be kind to yourself, even if you feel ineffective
-  put yourself first so you can keep on giving
-  set boundaries even when it's awkward
-  hold joy and sorrow at the same time
-  believe you're a superhero, perfectly imperfect

@WILDPEACE.FORPARENTS

"Parenting doesn't come with a manual, but if it did, it would be this one." *Mylene Klass*


How to Be the Grown-up

Why good parenting starts with you

Dr Martha Deiros Collado

PRACTICAL STRATEGIES FOR PARENTING YOUR CHILD WITH ADHD

Daily Steps to Nurture Your Child, Foster Healthy Relationships, and Develop Behavioral Skills to Thrive!



THOMAS & CARRIE ALLEN

The Inner Voice of a Thirteen-Year-Old Boy with Autism

THE REASON I JUMP

NAOKI HIGASHIDA

Introduction by DAVID MITCHELL

Translated by KA Yoshida & David Mitchell

Calm Parents, Happy Kids

The secrets of stress-free parenting


"Will transform your experience of parenting"

MELISSA HODG, The Parent Practice

ADHD in CHILDREN

Raising an Explosive Child. The Positive Parenting Approach to Empowering Children with ADHD. Emotional Control Strategies for Being Able to Recognize and Deal with Children's Attention Deficit Disorder.

TURN YOUR CHILD'S 'DISABILITY' INTO THEIR GREATEST STRENGTH.



DAVID MILLER



Ten Things Every Child With Autism Wishes You Knew

Ellen Nathanson

How NOT to Murder Your ADHD Kid

Instead Learn How To Be YOUR CHILD'S OWN ADHD COACH!

WATCH UR MOUTH MOVVA !!!

HAI HAI U THINKS US FUNNY WITH THE MURDER JOKES

U ADN'T THE FEDS U KNOW

DON'T DIS ME OR MY FAM INNIT



"You won't find another book like this - written by an experienced Counsellor with ADHD herself, who really understands ADHD kids and how to get the best out of them."

ADHD Specialist Paediatrician

Sarah Templeton
ADHD Coach & Counsellor

THE SUNDAY TIMES NO. 1 BESTSELLER

The Book You Wish Your Parents Had Read (and Your Children Will be Glad That You Did)


"This is a wonderful book - so wise and full of humanity" *Richard Osman*

"Helpful for all relationships in life" *Nigella Lawson*

"A fascinating read on the emotional baggage we all carry" *Elizabeth Day*

Philippa Perry

With a new chapter about sibling relationships



YOUR CHILD IS NOT BROKEN



HEIDI MAVIR

14. Don't be afraid to ask for support

- Surrey Branch of the National Autistic Society: www.nassurreybranch.org
- BRAAIN (Be ready ADHD ASD Information Network): www.braain.co.uk
- APPEER (Support for autistic girls): <https://www.appeer.org.uk/>
- Mustard Seed Autism Trust: <https://mustardseedautism.co.uk/>
- Send Advice Surrey: <https://www.sendadvice.surrey.org.uk/>
- Family Voice Surrey: <https://www.familyvoicesurrey.org/>
- Autism Outreach for Schools: <https://www.freeoutreach.org.uk/>

<https://www.autismoutreachforschools.uk/>

Resources Home



EY/Nursery



Primary



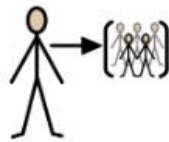
Secondary



Families



PDA



Belonging



Freemantles Training for Parents and Carers



Understanding Autism for Parents

Presented by: Justin Price, Executive Headteacher, Freemantles School

Autumn 2024:

6-8pm	10/10/24	Autism awareness and strategies in the home
6-8pm	17/10/24	Building relationships and communication with your child
6-8pm	24/10/24	Promoting positive emotional wellbeing and understanding your child's behaviour

Summer 2025:

6-8pm	24/04/25	Autism awareness and strategies in the home
6-8pm	01/05/25	Building relationships and communication with your child
6-8pm	08/05/25	Promoting positive emotional wellbeing and understanding your child's behaviour

Sessions are held in the Secondary and FE Building at
Freemantles School, Smarts Heath Road, Mayford, Surrey, GU22 0AN

The cost is £10. To book, visit <https://www.trybooking.co.uk/BNMA>

