
# Guidelines to support neurodivergent people at work & placements

## March 2023

UNIVERSITY OF BATH

Neurodiversity Network
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# Peer-reviewed document

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I would also like to express my gratitude to the members of the Neurodiversity Network, the EDI department, and the staff at the University of Bath, **Dr Hazel Went[5]**, and the illustrators of the wonderful images used in this guide. Additionally, I would like to thank all those who participated in forums and individually reached out to me for support, thus helping me to be proactive and encouraging me to create this document.

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**Guidelines to support neurodivergent people at work/placements**
**March 2023**
**by Dr Nahory Hernández Mancilla**

# Before we start, some key points

NICE guidelines for Autism, NICE guidelines for ADHD, Autism Act report (p.40), National Autistic Society, Equality Act, Tourette's Action Employment, Disability rights

- ✓ Neurodiversity encompasses a wide range of individuals, this guide focuses on people with **neurodevelopmental conditions such as autism, attention deficit hyperactivity disorder (ADHD), the 4 Ds (dyslexia, dyspraxia, dyscalculia, dysgraphia), Tourette syndrome (tics)** which are **lifelong conditions and adjustments need to remain valid** (no expiration). Consider that not only these conditions could benefit from the recommendations. For people with learning disability further tailoring would be required. Remember to be flexible, supportive, negotiate to 'meet in the middle', **use people's strengths, and be kind to yourself.**

- ✓ **Not all neurodivergent people are the same**, even those with the same condition have different strengths and may experience different challenges. Therefore, there is no 'one size fits all'. Thus, it is important to note that individuals with the same condition may have unique characteristics and needs. Therefore, a flexible and adaptive approach is necessary, an assessment of needs at work, university, home, may be needed by specialists such as Access to Work, Disability Student Allowance, and Needs Assessment by Social Services. The Citizens Advice Bureau provides guidance and support to access those opportunities and assessments.

- ✓ **Neurodevelopmental conditions have characteristics that may overlap** (e.g., sensory differences are often present in autism, ADHD, and dyspraxia) but this does not mean immediately that people have all the conditions. It is important to focus on the strengths and use them to overcome challenges rather than focusing solely on their diagnoses.

- ✓ Neurodevelopmental conditions are present at birth and can include intellectual difficulties, which may require **specific adjustments to use unique strengths** in order to be successful in daily life.

- ✓ **Learning disability** (condition affecting learning and cognition across all areas) **is not the same as learning difficulty** (challenges with specific forms of learning, does not affect intellectual capacity, but the way information is processed is different).

- ✓ **Neurodivergent people have strengths** and areas where they may need support, like any other person, but the challenges may include simple things that are common and necessary in every-day life (e.g., getting organised, following instructions, filtering sensory stimuli, self-regulation, organising thoughts to express them verbally or in written form, interacting with others, understanding expectations, etc.).

- ✓ Small adjustments and changes can make a significant impact in supporting neurodivergent individuals in their everyday lives. Be kind and help society accept neurodivergent people, **Ask the person** what they need or what they would like to try, **listen to their response** and identify examples to explore with them potential solutions, then DO what you agreed and provide reasonable adjustments. The Oliver McGowan prompts the Ask, Listen, DO (ALDO) approach.

This document has been reviewed by expert clinicians in the field. The recommendations are based on relevant official guidelines, direct reports from neurodivergent individuals supporting and receiving support at work, as well as recommendations from experienced clinicians who support neurodivergent people and conduct research to improve our understanding of neurodivergence.

Embrace all types of Diversity
by Nahory Hernandez Mancilla

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# Neurodivergent strengths

AD/HD

Dyspraxia


Tourette's

Dyslexia
(Dysgraphia & Dyscalculia)

Autism

Neurodivergent strengths

- Outside-the- box thinking
- Empathic
- Friendly
- Great long-term memory
- Drawing connections
- Organisation & Pattern Recognition
- Eye for detail
- Passionate about interests
- Hyperfocus
- Tenacity & Imaginative
- Practical & Innovative
- Creativity and 3D skills

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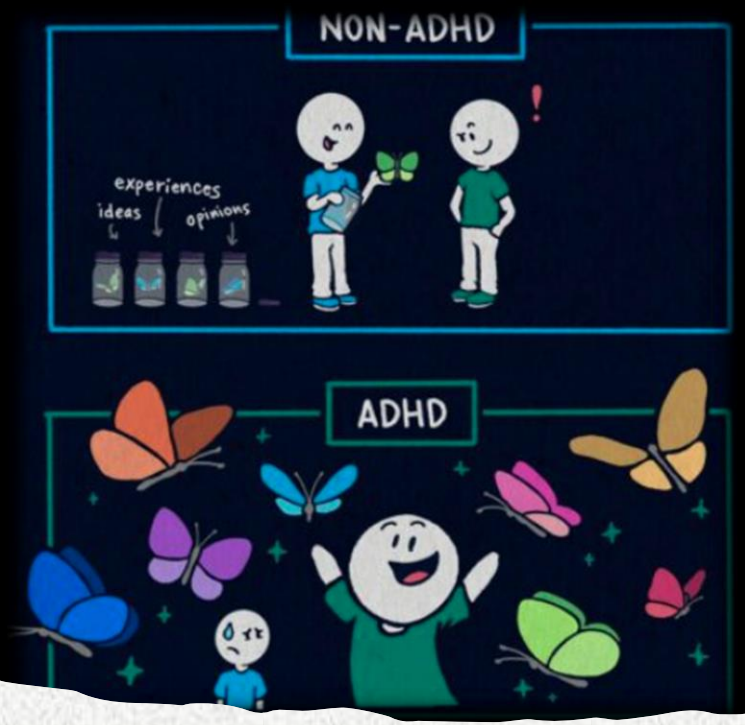
# Images & Illustrations




**Images & illustrations used in this guide after contacting illustrators**

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adhddd.com

patreon.com/danidonovan

Lily Spectrum

https://aspigurl.com/

https://www.facebook.com/Lilyspectrumcomics/

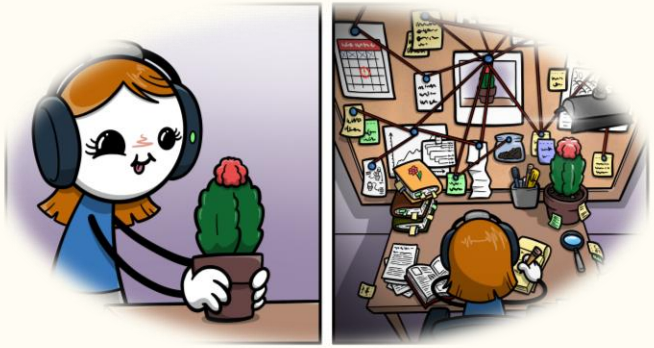
Abi Hocking

https://youtu.be/ssfbXEc3tKc

https://www.fixers.org.uk/fixers/7197-11834/abi-h.php

# Neurodivergence – an asset

Neurodivergent people have **many strengths** that could be used to develop areas where they experience challenges, thus **allowing them to be themselves** and flourish!



**Neurodivergent people can be a great asset!**

example1, example2

**Genius Within Strengths & Challenges**

ADHD

Tourette Syndrome

Dyslexia

Dyspraxia

Autism

# Neurodivergence - videos

The impact of neurodiversity can vary depending on the specific context and environment. It may be perceived as both an **advantage or a disadvantage, depending on the specific situation** and the **level of support and accommodations** provided.

**Dyspraxia**

https://youtu.be/ssfbXEc3tKc
https://youtu.be/6a5zF6GKJxY
Coordination

**AD/HD**

https://youtu.be/jhcn1_qsYmg
https://youtu.be/JiwZQNYlGQI
https://youtu.be/E6LxfDFSZ0s
Attention
Impulse-control

**Dyslexia**

https://youtu.be/_dPyzFFcG7A
https://youtu.be/DgHDQeZ5QuA
Information processing

**Tourette's**

How I turned my Tourette's tics into art
What it's like to have Tourette's
Repetitive movements

**Autism**

https://youtu.be/T1HQKB2txgY
https://youtu.be/yKzWbDPisNk
Communication / Interaction
RRBs

Some **differences** may overlap amongst neurodivergent conditions. Examples include differences related to executive function, sensory integration, self-regulation, organisation and information processing, focus and interests, communication, and memory.

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# Neurodivergence prevalence

Dyslexia (10-20%+)

Dyspraxia (6-10%) (see also)

ADHD (2%-5% )

Autism (1.1%)

Tourette Syndrome (0.44-1%) (see also)

# Ensure applying is accessible (1)

- You can visit this **toolkit,** support can be applied to all neurodivergent conditions.

- Make the website accessible (**letter size**, option to **change colours bright or calm**). Check reading age of your website (11 years is recommended) this ensures **vocabulary is easy to understand.** Remember this is not an equivalent of general skills or intellectual ability, is to improve clarity.

- **Provide examples of the job role/academic placement** (e.g., videos of what is expected or showing examples of what will people need to do in practical terms every day in that role).

- Try offering applications online, by email, post, or **support to complete application by chat, online/telephone calls, or using voice recording** instant messages (e.g., WhatsApp). Enable **process and application to be completed using a text-to speech** reader on your website **and provide videos to explain each step of the process.**

- Make sure **IT skills required to apply are similar** or less demanding **to the job advertised**.

- Provide highlighted **direct links** to the **application form**, contact to **request support,** contact to **request application by pos**t, or **direct link to job/academic application support** in your locality.

- Before the interview, you could **ask about their strengths and interests in advance**. Some may not be comfortable doing 'small-talk' (conversations about things that are very general such as the weather) but would talk about their interests (even if unusual to you). This can **support their levels of stress and prompt a friendly experience** that could support future contacts.

- Make sure to **constantly prompt people to disclose challenges and strengths and explain this is to make all the adjustments your company can provide** to empower potential applicants.

# Ensure applying is accessible (2)

- People can apply for communication support at a job interview or employers can **allow a friend/carer/family member/key worker** to support them **(but keep directing questions at the interviewee**, not their carer).

- **Allow them options to attend a time of the day when they are at their best.** Remember they will be nervous and meeting a new person may be intimidating (see Processing Information & Different Communication slides).

- **Offer a general agenda of the interview**, **general topics** they will be asked, a **photo of the interviewers**, **map/video to get to the venue and specific room/reception** and who should they approach upon arrival, or **how to use online link** if this is done online.

- **Guidance for clothing** with **specific visual examples**, and consider if a **handshake is needed or not** and **make this** explicit by telling this as part of the agenda).

- **Prompt to disclose any potential difficulties** (e.g., how they communicate (with/without eye contact), required use of special tinted glasses, gestures, tics (often increase in the presence of stressors), stutter when anxious, etc.) and **let them know this is ok to disclose** and they will not be put at a disadvantage, but **supported when they disclose their challenges**. For example, ask them what can you do if their tics increase. It may be that some prefer you to ignore the tics and continue, or it may be a sign that you need to slow down the questions or give more time for them to answer, or that a brief break is needed.

- Allow them to **contact you via proxy initially** (a friend, family member, etc.) if this is needed prior the interview. If possible, use software and assistive technology if this is something that **supports communication, attention, information processing, executive function, and self-regulation**. During the interview ask **about signs that they are getting very anxious** and **what you can do to help. Ask if the environment (sensory stimuli) is suitable** and allow them to use ear defenders, use tangibles, if needed.

# Distraction: Getting back into ‘the zone’

Neurodivergent individuals often struggle with filtering out sensory stimuli, which can hinder their attention, concentration, and memory. Excessive noise, visual distractions, and smells can all serve as significant distractions. Interruptions can be particularly hindering as they can make it difficult for neurodivergent people to switch between tasks, causing them to lose focus and potentially taking hours to get back into a state of productivity. These challenges can lead to feelings of frustration and decreased productivity. To support neurodivergent individuals, small adjustments can be made to create a more conducive environment for them to succeed.


- To reduce distractions, create a **simple and uncluttered environment, avoid posters or busy walls**, desk facing away from busy areas, **close windows or use blinds**, and provide noise-cancelling headphones or **earplugs** for noise reduction, and **multiple computer screens** to maintain attention.
- Adopt a person-centred approach and understand that **some people may benefit from listening to music** while working. Provide **headphones** and **allow them to choose their own playlist**, or music to enhance their concentration, these may help video 1, video 2, video 3. Others may benefit from having a busy environment (e.g., moving/changing lights, smells, music, constant brief breaks) so remember to ask and tailor things to their needs.
- **Avoid interrupting** neurodivergent individuals **unexpectedly**. Instead, **agree on specific times** (e.g., from 13:00-14:00, you will approach them to discuss any daily issues). Use constant **reminders, such as alarms, post-its, and calendar reminders**, so the person is more aware and prepared for these meetings.
- Provide a **‘do not disturb’ sign and specific hours when this can be used** so it is clear when you need them and expect them to interact or contribute in other ways. **Explore if a specific sequence works better** (e.g., ‘Let’s speak after you/I/we finish X task).
- **Provide a quiet office space**, if not available, consider providing a private portable soundproof booth, sound absorbers, pods, that block the view from busy areas, but provide the opportunity for people to still be around colleagues. Some people love working with others so consider this preference as this may support their well-being
- **Allow home-working** or working from a remote location (e.g., another organisation’s office or venue) to ensure a suitable space.

# Understanding workplace culture


Every household and workplace has its own culture and customs. Neurodivergent individuals may have trouble understanding unspoken social norms and may become confused if routines are different from what they are familiar with in other environments.

- **Adopt a patient and non-judgmental attitude, and accept the needs of the neurodivergent individual**, even if they seem unfamiliar to you. Remember that what is natural and simple to you may be confusing and unnatural to others.
- Provide clear and detailed instructions**, including a map with images, video,** and a Google Maps link, to help neurodivergent individuals find the venue easily. If necessary, **include a diagram or a short video to help them locate the specific office/desk within the venue**. If possible, **do a run with them to show them the place**/location a few times so they become familiar with the space.
- Before starting a new role **offer a shadowing period** to help the neurodivergent individual become familiar with their new surroundings and tole. This could involve spending **days or several weeks following a person who performs a similar role, getting to know the building, colleagues**, and the **location of resources** such as computer shared drives (virtual environment), archives, stationery, meeting rooms, quiet rooms, etc.
- **Provide a mentor or 'buddy' who is familiar with the role, workplace, and customs**. This person can provide guidance on topics such as **suitable lunch times/breaks, clothing for setting, other staff members' special needs, etiquette for tea/coffee making, toilet breaks, appropriate and expected responses/behaviours, and help to practise with them.** This can help neurodivergent individuals to adapt to their new environment and **understand what is considered positive/appropriate behaviour** in the workplace and why.
- If you have no mentor or 'buddy' then you can assign a **work coach**, **'Access to Work'** is a government's grant scheme to help accessing practical resources and support with managing challenges at work.  This toolkit can also help.

# Organisation and time management (1)


Remember that people do not 'choose' this difficulty, and strategies may need to be implemented with help from others before they can be applied independently. However, do not do only 'show' them or do activities for them, **model activities then let them do it with you to consolidate the activity** and enable autonomy.

- **Provide structure and routine** and avoid constant changes that can make remembering more challenging. Specific **activities that do not change may help to anchor those that may change** and **keep novelty** for those that need it.

- As part of Disability rights in the UK, employees have **the right to adjust working hours. Negotiate with them** and try with them different patterns to **suit employer-employee's needs.**

- Allocate **time within their working hours** and help them to use calendars, reminders, timers, software/hardware. **Be specific** (e.g., **one paragraph in X period of time,** finishing organisation of spreadsheet row/column 1 between 09:00-12:00hrs, allotting **30-45 minutes for a call, write up notes in 10-15 minutes, etc.**). **Try and let them do the activities with you a few times to build their confidence,** use resources consistently, and **identify what is realistic** and works best for them.

- Offer **accessible calendar and tools/software and guide them to use the software by modelling and showing them** so they can then do it. Some people prefer to **learn by doing**, others prefer **videos or manuals**, make sure you **make the learning accessible.** Patience and collaboration are key, as some may need help getting started or may struggle with exploring the software and following instructions on their own (see Processing Information slides to break down instructions into specific and simple steps).

- **For those that do not like/tolerate routine** as anything in the 'routine' can start to feel like a 'chore'. Try planning a **main structure** so they can have **options to do something they enjoy or find calming, perhaps using a 'sandwich approach'** (e.g., two enjoyable activities and in the middle one that is more challenging.

- Another option is to **mix the activities but with an anchor or main structure** (e.g., team meeting at 9:00 and once meeting ends call X or have a break (with two pre-selected break options where they can decide by flipping a coin, or three options and they decide by rolling dice after setting up numbers for each activity). They can also pair activities (e.g., when checking emails, I drink water).

# Organisation and time management (2)

- **Rewarding activities**: **deciding what to do during a 'break' can also become overwhelming.** In order to make decision-making easier, you can plan and **pre-select with them activities that are short and rewarding**. Then, **assign a range or a number for each activity and let them roll the dice** or select **pairs of activities and let them flip a coin**. Activities can vary, for example watching a video of puppies/Roman history for X minutes; or listen to X song from the beginning to the end; or run downstairs and interact with a team member that is available for X minutes; or go outside to stretch and go back in X minutes; or cleaning a small part of their shelf in the office, etc.). **Having a few options that were previously planned** will help them to have rewarding activities they can choose from, thus providing **variety with structure and motivating them to continue** for the next tasks. You can also prompt them **to take pictures of their accomplishments 'before and after'** such as an incomplete then the finished paragraph of a report, a messy then a clean drawer, etc.

- **Make it interesting for those that prefer variety, but be specific** (e.g., create **a game to complete a tasks that may feel like 'a chore').** For example, establishing a (range) number for specific tasks and let them roll the dice, where 1= clean left side of X drawer by throwing away pens that do not work anymore, 2= print X letter and prepare envelope (not post, just prepare), 3-6= start email to X person), then they can roll a die and if the number that comes up corresponds to a task, they get to start that task. Assign a wider range to tasks that are more important but remember to support them and **establish with them the 'priority'.** Then to establish for how long they will do that activity for, they can roll the die again or dice with larger numbers (these are virtual dice) so they can get the number of minutes they need to work on that task. See different dice shapes here.

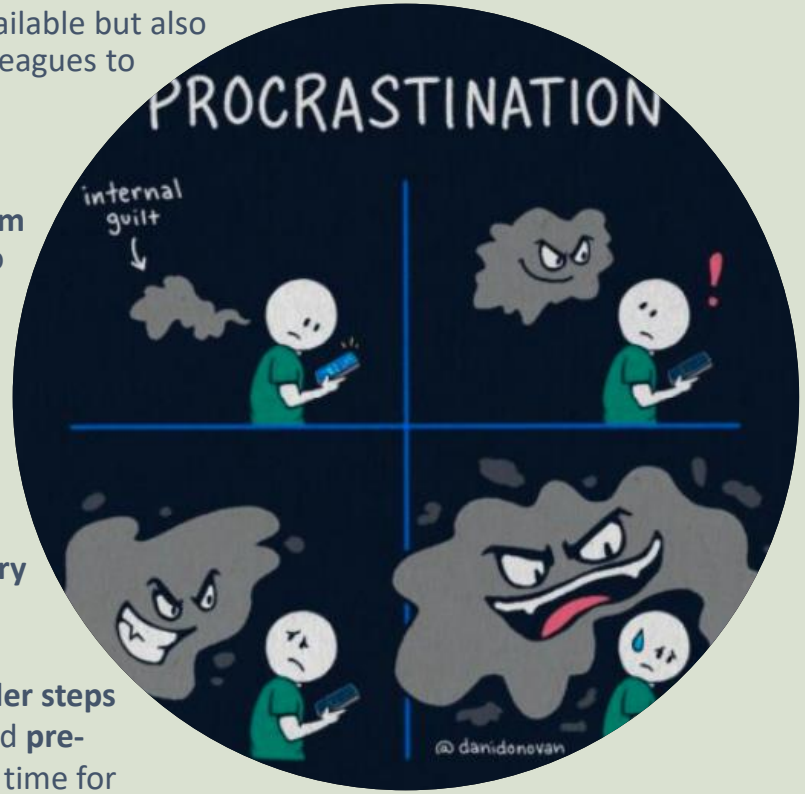
- Mark a **Jenga game with numbers** and every time they pull a block, **the block belongs to a task** they have to do for 5 minutes. This is good for short tasks. If the tower falls, they have to do a task for 15-25 minutes. These are just examples, use your imagination and choose with them!

- An **'anchor' activity can help them to have a better sense of time and remind them** of other activities (e.g., every workday morning take medication and put laptop in bag; or every Tuesday after team meeting send email to X supervisor for updates). This can help them to remember tasks and to place themselves in terms of time/day.

# Organisation and time management (3)

- **Provide a range of time** to build up confidence **(e.g., finish one paragraph in 15-20 minutes)** once you have **provided examples** of what the task looks like (e.g., previous reports, previous illustrations, spreadsheets, notes, etc.)

- **Be specific for each task and provide examples printed/videos so they can remember** without the need to wait for you to explain things again (**help them to organise the videos** in folders and create a **spreadsheet with the names of the videos** to know the **content** and what they are about, **in case they need to access them again at a later date**). This helps you and them to have information available but also easily accessible. Initially, probably you will need to organise things with them, but these videos can help other staff/colleagues to understand tasks better or a person starting in the organisation.
- **Structure tasks with them** (e.g., **help them to explore and reflect on their choices** by providing examples of how it may look like if they do option A or option B) and **kindly prompt self-review of progress** specifying pre-deadlines (dates planned to advance work before the actual deadline), and **follow-up completion with them by setting up time with them to review or do the work** when needed. If they have not done it, use your appointments to start the work with them, do not emphasise 'why' as constantly exploring barriers may only highlight the failure and demotivate them further or hinder self-confidence as failing to meet deadlines can be a great source of stress and shame.



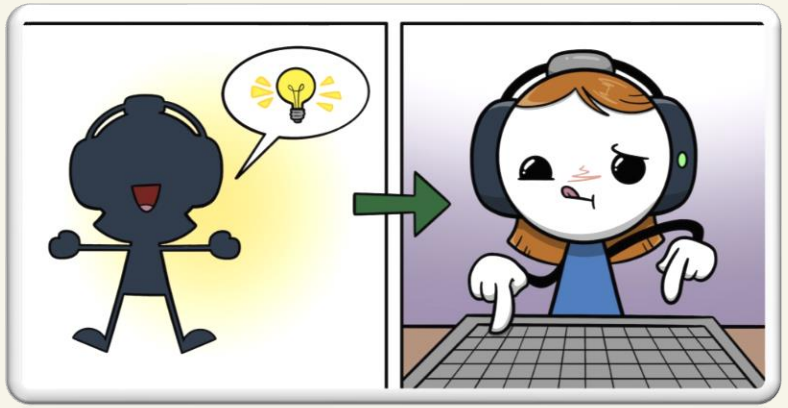

- Use **devices such as alarms/reminders** to improve attention and support **with task shifting** and **breaks**. Use **flexible ranges but be specific** (e.g., organise X computer folder for 5 minutes by classifying alphabetically the documents based on author), the **aim is to advance gradually, not to finish the task** completely in one go.

- Be flexible, as **some may prefer to work continuously uninterrupted for some hours,** but be mindful planning this and **try different hours/times** with them so it **does not hinder their health.** Often, they will have a good idea of their 'attention stamina'.
- **Provide help to structure tasks and plan with individuals** for the best way to achieve goals, **break down goals into smaller steps (e.g., for X report, start with paragraph one, with 8-12 lines, starting with X sentence developing how XX was done)** and **pre-deadlines** (dates planned to advance work before the actual deadline) to **deliver things before the final deadline**, giving time for unexpected happenings.
- Provide the option of a **'buddy'/work coach/mentor** who can **help organise tasks from start to completion**. **Some find it overwhelming to just start a task**. **Once they start the task with a work coach** they may realise 'it is not as bad as [they] thought', thus they can be encouraged to continue independently.
- Allow people to **delegate when possible** (e.g., dictating documents that are typed by someone else or proof-read/corrected by someone else). There are software and assistive technology that can help such as Dragon

# Processing information (1)

Challenges processing information, executive function, attention, memory, and sensory processing may contribute to 'shut down' and contribute to difficulties assimilating information, taking training, following instructions, or participating in meetings and general interactions.


- **Make learning accessible** to everyone, with various methods such as **hands-on learning**, **video-based learning**, **learning by modelling**, and **support and repetition** for those who need it. Provide **transparent colour overlays** (software) if this helps them to read/write ideas and their notes.
- Help people to understand new software by **learning and practising how it works with you or a buddy/mentor/coach** (online or face-to-face). Let them record the sessions so they can go back to them on their own
- **Provide time during specific and planned working hours** for them to attend specific training or to **watch the videos** or for mentor-mentee time to learn and practise. Remember some may need to do things regularly with a coach.
- Provide **manuals and easy-read instructions**, or software such as text-to-speech, hand reading pens, smart pens, assistive technology, etc.
- **Some people find it easier to process information and concentrate** when they are **fidgeting, looking away** (not making eye contact), or when they are **pacing or walking**; make sure you **provide opportunities for them to perform these behaviours** when these are supportive.
- If your systems are service-specific, then remember to **create videos** as you update them, so that you can have an **induction folder to specifically show to** employees.
- **Knowing the agenda of a meeting in advance** to prevent digressions, support with time-management by helping them to **decide what tasks are a priority explaining why** and setting up calendar/planner. **Coach people to know what are suitable questions/answers** or **time to participate during a meeting,** for example provide **clear cues or a sign** you previously agree together, which will **indicate when they may talk and contribute** (e.g., **you saying a phrase, or explicitly saying 'X person would like to contribute with XXX' or you making a movement that is 'very evident' so they are fully aware this is their 'cue').** Agreeing things together can enable and empower people to know your expectations and help them to contribute timely.



# Processing information (2)

- Streamline the **induction process with guides and videos**. **Assign a mentor or buddy** to assist with **gradually reviewing the information**. **Provide a clear schedule to watch the videos,** attend training and meetings, while also being flexible to accommodate individual needs.

- When giving instructions, **break down the main goal into smaller steps** with **deadlines <u>trialled with you and negotiated with them</u>** for each step (e.g., section 1 of report in 3-5 days; one call of 30-45 minutes to contact person A to discuss XXXX, notes supported by work coach on X day in 15-30 minutes). Be ready to **tailor things as tasks change. Be VERY specific** (e.g., 'write a report' is too vague, instead try to be specific 'Write section 1 of the report with 4 paragraphs of 10-15 lines. Paragraph 1 talk about X, start with XX phrase and develop talking about X; paragraph 2 start with sentence X and develop discussing X, etc.). Make sure you **give the instructions gradually** and **let them record you giving examples.** Taking notes in that moment can be distracting and hinder information processing, recording information allows them to go back and revisit the examples as many times as needed.

- **Ensure each step has a clear goal/product** and **provide specific examples** of what 'clear' means to 'you' (e.g., **previous reports that are appropriate, presentations, inventories**, **examples of notes**, let them **shadow you or others** when performing the task, etc.).

- When asking people to **fill out forms**, **provide time and one-on-one support or a video explaining** each question to ensure neurodivergent individuals who find this challenging, can complete them effectively. Some questions may require additional explanation and **time** for the **preparation of documents** and **examples of suitable answers**.

- When asking them to decide**, give them the available options** but make sure you do this gradually, or in twos, and in audio-visual media (explain to them by illustrating with examples and use visuals/diagrams to summarise information). **Explore with them the possible pros-cons** and consequences of choosing each option **so they can make an informed** decision. Remember to **give examples of what things would look like if decision A/B is made, draft a list or diagram** so they can relate better to the situations (try using realistic examples not metaphors, or tailor metaphors to something they know such as a TV show, historical happening, etc.).

# Sensory differences: Hypersensitivity


Neurodivergent people experience differences in how they integrate and perceive sensory stimuli (internal and external). Explore differences with them and what helps them.

- **Involve an occupational therapist or specialist** that can provide person-centred support and specific recommendations to help develop self-awareness and implement strategies.

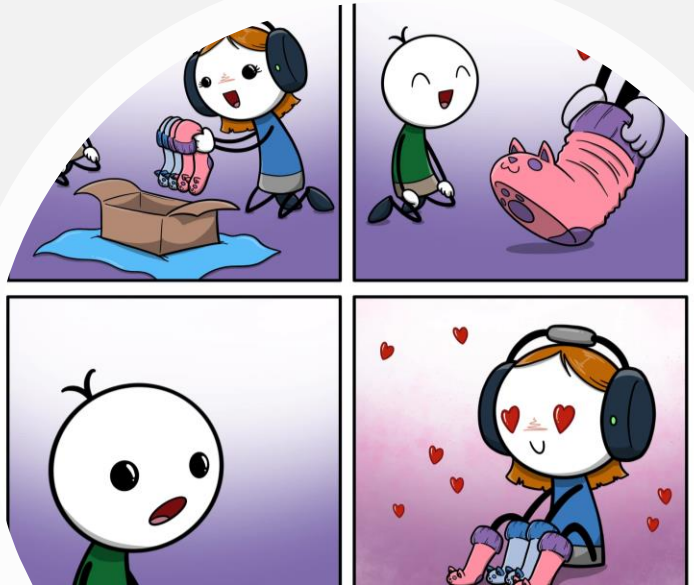
**Examples to support hypersensitivity**

- Explore if **noise-cancelling headphones** or earplugs are helpful.
- Soft lights or **tunable lights** that can change in intensity are useful not only for neurodivergent people but also for people with visual differences and people needing support regulating sleeping patterns circadian rhythm (video).
- **Provide a space** where no food or strong smells are allowed to **avoid mixing smells** and keep strong smelling cleaning products to a minimum.
- Sometimes a **private space may be needed** if hypersensitivity to smells is too intense, as some shampoo or cream products can have strong smells that may provoke physical symptoms such as nausea or headaches. If this is not available, **enable home/remote working** or working from another venue from the organisation which may be more suitable for the person, where a private space can be provided.
- Dust can also provoke challenges and physical reactions, so it is important to be curious and **explore differences with the person** and **what helps them** (e.g., let them clean or dust their space and provide dust protection for them if they need it).
- Give people **flexibility to have their own space** so that they can keep it tidy as this enables them in the workplace.

# Sensory differences: Hyposensitivity

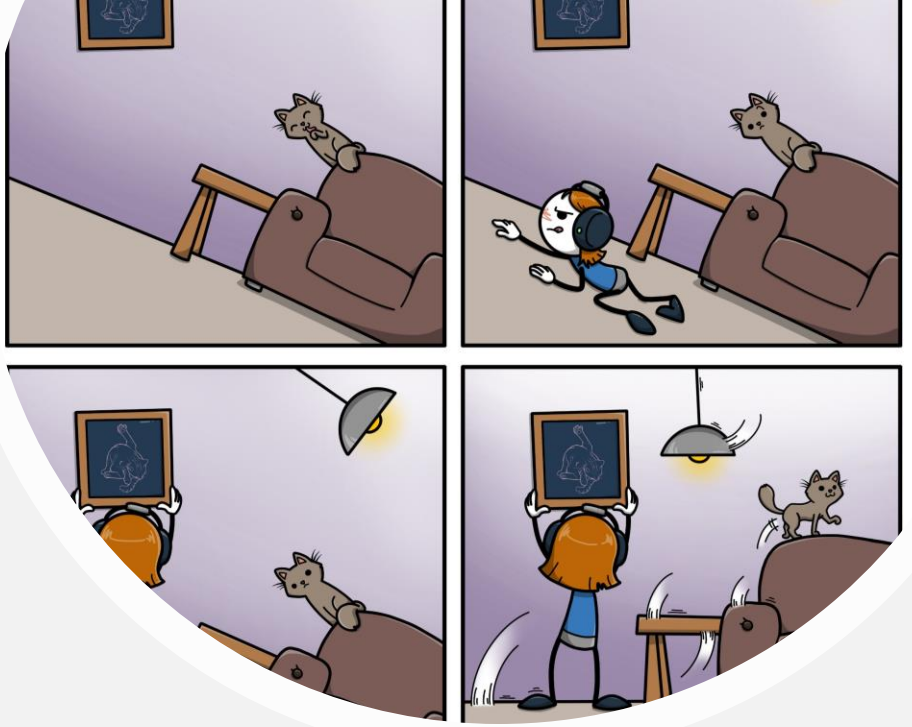
**Examples to support hyposensitivity**

- You can provide **Tunable lights** (video), installed lights or lamps, to **adjust colour and temperature of light**; this can also help circadian rhythm (video).
- **Use videos that show moving lights at a pace that enhances attention** or calmness for the person. Make sure you provide enough computer monitors, tablet or mobile phone charging stand for **their phone to display constantly moving lights/images/shapes.**
- If music helps people concentrate, provide **headphones** so that it does not interrupt others. However, ensure safety by ensuring that people **can still hear fire alarms** or agree on how and when to approach them so that they **are not startled**, and they **are aware of any occurrences** while working.
- Strong smells may help people ground themselves, so having a **small container or bottle of the desired scent** accessible (or a dab of the scent close to their nostrils) may be helpful without the need to spray or diffuse anything in the room.
- **Moving, tapping, rocking, and fidgeting** may be features that enhance attention and concentration but may disrupt others (using **fidget items** (examples), jewellery, spinners, chewable items, kinetic sand, or textured **furniture**). Providing **a private space for people to work on tasks whilst moving/fidgeting** may help everyone involved, not only the neurodivergent person.
- Explore if a **standing desk, special moving desk chair**, or something under the desk that can support the person's need for movement (such as a mini portable pedal, under-desk treadmill, etc.) to provide what they need. Remember that some people only **need to be allowed to pace constantly or talk to themselves** to process information and focus, so be flexible to provide a private space for them.

# Sensory differences: Considering proprioception, vestibular system & interoception

Other senses to be aware of include **proprioception**, which refers to the body's ability to perceive its own internal and external movements and identify the "force" needed to hold a pen, grab a glass, push a door open, etc. The **vestibular** system is responsible for the sense **of balance, spatial orientation,** and **coordinating movement with balance**. Challenges with these senses may involve coordination, organisation, information processing, orientation and navigating environments (please see Transport and Commuting and Prone to accidents slides).



**Interoception** is the sense that allows us to **perceive internal sensations and physiological signals from our own body**, such as hunger, thirst, pain, temperature, etc. Difficulties with this sense may have an impact on physical and emotional well-being.

- Talk to your staff and **explore if there are any co-occurring physical health conditions** or if they experience differences in interoception.
- It may be that they could benefit from having a **private space where the temperature** can be adjusted without disrupting others. If a private individual space is not available, perhaps facilitate access to a quiet and temperature-neutral space to access when needed. Alternatively, allow hybrid/remote working (e.g., from home, or a more suitable venue).
- Perhaps they may need a location where they are **close to the bathroom**, and **allow breaks as/when needed**, etc.
- Some people with interoception difficulties may find challenging identifying and communicating their experiences such as **pain or thirst**. Therefore, it is important **to conduct a risk assessment, especially during extreme heat**, as this can affect their hydration levels.
- **Providing a routine and reminders** to take lunch, hydrate, etc., could be beneficial, involve their GP, Occupational Health and suitable professionals.

# Transport & Commuting

Some people may find very **difficult to concentrate when driving, or get exhausted after driving**, some may **need to take public transport**. However, constant driving or using public transport may not always be suitable options. For example, **driving stress** and **sensory differences can exhaust the person** and be already **depleted of energy once they get to work**. Some neurodivergent people who drive may experience that if their regular parking bay is not available, or the usual route has a detour, they may become distress, thus hindering their day/week or even longer. They may end up going back home, becoming extremely overwhelmed, or they may park somewhere else but get lost and confused on their way to the building or inside it, thus getting late to work and hindering their performance, confidence, and well-being.  To support people, you could:

- **Allow home working** (when needed, at 100% or another percentage that **supports the neurodivergent person and the organisation**). Remember to be flexible and negotiate with them.
- You can offer a **suitable nearer office to them**, from the organisation but not necessarily the building they usually visit (**consider needs to interact with others** or to **have colleagues around for safety reasons** such as falls, seizures, or risk at work and safety policy such as lone working).
- Consider **changing the working pattern/hours** so they get to travel at a **less busy time but still doing the same number of hours** (e.g., some people may **get to work extremely early and leave extremely late** to prevent busy hours, but this **puts them already at a disadvantage** and can hinder health and performance).
- **Enable them by offering a parking space when possible** or support them to negotiate with a nearby parking. Support them to access a ‘blue badge’ for ‘non-visible disabilities’ this is a reasonable adjustment. **Make sure you support them through the process**, do not only signpost them. The process can be overwhelming, and they may need help to support their application.
- Provide a **work mobile/tablet with maps** applications (e.g., Google Maps) that keep automatic updates to help them find their location, save usual destinations and find alternative routes.

# Presentations & Meetings

If you need staff to present something (e.g., a project, topic, research, etc.) ensure you offer multiple presentation methods for staff to choose from.

- Offer different alternatives such as **preparing a video** which can be made available to other staff/students to support their needs (e.g., videos for lectures, rather than recording lectures live). This allows individuals to showcase their technical skills and creativity while **avoiding live recording or speaking**. Consider if the goal of conveying the message will be met through this alternative option.

- When working in teams, acknowledge that not everyone may be comfortable presenting and **allow individuals to contribute in alternative** ways instead. Alternatively, allow them to **assign a 'reader'** so their work is still presented but they are not the ones presenting live.

- To reduce anxiety, consider allowing **online presentations with the camera turned off**, which enables individuals to share their content without the added pressure of visual self-awareness or audience engagement.

- Remember that video presentations are **not the only option**. A well-designed **PowerPoint presentation with voice recordings**, notes, and animations can also effectively convey information. **Utilize team members' strengths** and seek support from those with technical knowledge or alternative presentation experience to assist others in creating a successful presentation.

- Remember to **enable staff** and **use their strengths** to work on areas they may need to develop further.

- **Explore the difficulties with them** and remember that different paths may lead to the same outcome. Be **flexible and understanding and negotiate** a way where employer-employee can be supported.

# Live recordings & Meetings

It is possible that some individuals may feel confident presenting in person but become anxious or uncomfortable when they are recorded. This could stem from a variety of factors, and it is important to have open and empathetic conversations with each person to understand their individual concerns and help them overcome any challenges they may face.

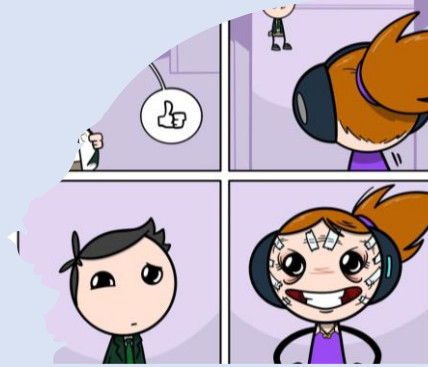
- **Empower individuals** by offering resources to **record their presentations on their own terms.** This approach can help accommodate those who may feel uncomfortable recording live while **still ensuring that the content is accessible to others**, such as in the case of recorded lectures for students and accessibility.

- **Staff could ask a 'reader' to present for the recording** but not the usual presentations/lecture. The presentation can be live by the author, but live recording would not be needed. This way content can still be made available. Remind attendants that **recordings are only for personal use** (make sure your organisation rules are clear and explicit by reminding people or letting them sign a contract prior receiving recordings)

- Ensure that this option is **available to everyone**, giving individuals the choice to decide what works best for them. Offering this option may help accommodate those who may feel more comfortable recording on their own terms. This **also supports the department's goal of making content readily accessible,** and students/attendants to **have the opportunity to review content several times to support information processing.**

# Different communication needs (1)

Miscommunication is a common challenge faced by many neurodivergent people, particularly when it comes to interpreting the intended meanings behind words and phrases. Some individuals may struggle with grasping the subtle nuances of sarcasm, metaphors, or vague vocabulary. On the other hand, some may be prone to overthinking or reading too much into verbal or non-verbal communication, hence leading to potential challenges and misunderstandings.



- Offer a brief break and make sure **you talk to the person and explore if they are finding the interaction challenging and ask** what could make things better, **explore and experiment what works better**, validate their perspective by believing their needs. Remember to be patient and open to tailor things with them. Both of you may be exploring what helps, so model flexibility so they are open minded. Remember to be kind to yourself, you are both exploring and learning together.
- **Use verbal AND visual aids** (e.g., diagrams, pictures, videos, visual lists, mind maps), assistive software, **communicating via another media** (e.g., texts sometimes help if people are too overwhelmed to communicate verbally. Offer alternatives – **video/telephone calls, face-to-face, text/typed communication, pictures, colours**). Some people may be able to **assign a colour/animal to an emotion**, or use a **scale 1-10, or an emoji** (wheel, atlas, emoji) but make sure you are **guided by them**, so **they explain to you what each colour or number means to them with an example** from their life, a movie, history, or a book they are familiar with, use their interests and what they know.


- **Prepare them before meetings, explaining** what will happen **(overall agenda)** and **when approximately they will need to contribute** or not. Initially, you may need to help them prepare to understand how they can present something (content & facilitation).
- Be patient and **allow extra time for processing**, do not rush or interrupt them as going back to their idea may be very challenging.
- Be **attentive to non-verbal cues**, some neurodivergent individuals may communicate better with non-verbal cues.
- Having a **mentor/work coach** that can **support development of assertive communication and self-awareness** could support communication. Make sure the support is scheduled and tailored to the individual's needs (mornings/afternoons better, every week/month), multiple reminders, etc.
- Be curious and get to know them, remember that **some neurodivergent people may express feelings differently** to non-neurodivergent people. Be attentive to their differences and provide 2 or 3 options at a time (not too many). Some people may **be feeling very distressed but may verbalise this stoically or even smiling, thus some people may not notice the intense distress.**

- **Creating flexible scripts with them** to help them be prepared for unexpected situations and **support them to implement** what is considered a socially **appropriate response in that specific workplace**/setting. Flexible scripts come with specific examples that they can tailor with their own vocabulary, explore and practise together different phrases that may be suitable for each situation and let them know why (i.e., potential different reactions that may be predictable). Remember this will take time so be patient with them and with yourself. Provide specific examples using what they know (e.g., use their interest in particular movies, books, legends, myths, historical facts, etc.) to illustrate.

# Different communication needs (2)

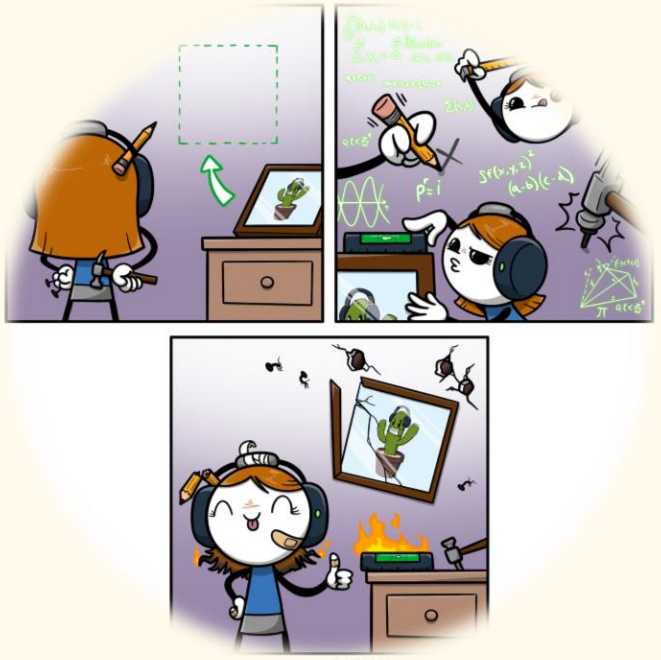
- Consider that **sensory processing can contribute to 'overload**' and cause 'shut down' of information processing. If you detect something is happening, explore if sensory differences need to be supported first. First, observe the environment and identify patterns (Is it noisy, crowded? Could it be too hot/cold? Do they need to move around?), then try to manage sensory differences (e.g., noise cancelling headphones, have your conversation in a different place see Sensory Differences slides ).
- Be very specific, **avoid vague questions or examples**. You can provide some examples of **what you have identified, and when you provide examples of 'appropriate' answers, explain why they are considered appropriate in that setting**. This way they can identify some patterns and identify what you expect. (e.g., asking how they 'live the values of the organisation' is too vague and abstract, so provide specific examples 'some people express they are helpful because they volunteered to support with X task and helped their colleagues to meet the deadline by using their skills in X').
- **Model what is considered appropriate responses in that setting**, you can also practise, and role play or give specific examples of situations, so people are **aware of the expectations and what is appropriate in that setting**. Use examples from movies/videos to make it clearer.
- If different things have been implemented and communication is still challenging, it may be helpful to **assign a dedicated communication coach** who can support **the development of assertive communication skills**. Through guidance and support, the communication coach can work with each party individually and jointly to improve their understanding of effective communication strategies and reduce instances of miscommunication and misunderstandings. However, check if joint work with other colleagues is suitable, as this could hinder progress.
- **Initial communication by email** documenting agreements and requests could help to clarify any misunderstandings, so anyone can go back and remember what was asked. Make sure emails are also copied to work coach/mentor or managers and **agree when you will offer explanation of emails** to empower them.
- When communication fails, it's important to be **non-judgmental and understanding with all parties involved.**
- **In the event of ineffective communication resulting in discomfort for those** involved (e.g., feeling unwell, threatened), follow your workplace procedures (HR policy and investigation) and **prioritise the protection of all parties. Facilitate and encourage communication in the presence of impartial observers** to support objectivity and support the communication process. However, **be prepared to review policy** to make the process easier for all.
- **Incorporate individual counselling support as part of the process** for exploring and supporting other areas that may be contributing to challenges. This should be offered to all parties involved. The goal is to enhance self-awareness and **equip individuals with improved assertive communication skills**.
- Foster **a non-blaming environment** and **patiently encourage people to practise assertive communication skills where they ask kindly** what people mean to **get clarification,** remember to **involve a work coach** to support the process**.**
- It is crucial to remember that **communication is a two-way process**, and therefore it is the **responsibility of all parties involved, not only those who are neurodivergent**.


# Different behaviours

Some neurodivergent people may fidget or use self-stimulatory behaviours such as repetitive unusual body movements or noises, including tics. The reasons and purposes for these behaviours are diverse, so try to approach with curiosity and kindness to explore if there is a challenge (stressor) and what helps them to overcome that challenge. When the different behaviours are supportive, then be open minded to allow them if they do not harm anyone. Different behaviours when socialising may be interpreted different in different settings, so **remember to model, practice, and explain 'workplace culture' and expectations from the beginning.**

- Take time to build rapport and trust. **Let them be themselves,** help them **reduce stress levels** (e.g., enable timely access to personalised and **neurodivergent-friendly** psychological support).
- If their behaviour is not hurting anyone **ask yourself/your work setting if you could be more accepting of it** (e.g., having a tangible, rocking, fidgeting, performing tics when paying attention or talking in front of others, etc.).
- If you think the behaviour is driven by anxiety**, approach the person in a private setting. Collaborate with them to develop a plan for managing these moments**. Consider that focusing too much on something (e.g., tics) may exacerbate these actions, so **adopt a compassionate, accepting, and gentle approach**. If they want you to **ignore the tics, do so and ask** what behaviour will help them to know explicitly that **you are not paying attention to the tics.**
- **As part of the processes** offer to follow-up with a referral to suitable support (e.g., mental, physical health) but make sure that you refer and follow-up, do not only signpost them as **overwhelming referral processes may impede them from accessing the support**.
- If inappropriate behaviour impacts you or others and is against the organisation's values, **prioritise the safety** and wellbeing of **all** parties. **Make access to support an integral part of the process (e.g., counselling, psychological support, communication support)**. Conduct investigations in a non-blaming manner, and **assign a support person**, such as a buddy, communication coach, or union representative, to attend meetings with individuals **explaining specific expectations to prepare people**. Remember that grievance or disciplinary proceedings can be stressful for all involved, so approach them with kindness and patience, making sure that all people involved understand and respect the rights of others.

# Prone to accidents



Neurodivergent individuals may experience differences in their perception of space and body, coordination, and this can result in actions such as knocking objects over, bumping into people (vestibular system – see Sensory Differences slides), or losing track of important items. Addressing these challenges can be taxing, so it is important to be understanding and supportive

- These challenges can make people self-aware and damage self-esteem, be understanding, focus less on the shortcomings and **support by providing assistive technology, using voice-activated software to perform tasks, adaptive equipment such as ergonomic chairs, non-slip mats, special holders, maps to venues/offices, etc.**
- **Involve an occupational therapist or specialist** who can identify the most effective materials and devices for each individual.
- Be prepared and simplify tasks, **break each activity into smaller and manageable steps for them**, provide one short sentence instructions and examples of what you mean. Try things with each person as everyone is different.
- Be prepared, for example if you work in a lab, **you may need to buy extra material to have material readily available,** in case things are damaged constantly. Be kind, they don't do this on purpose or out of carelessness.
- **Provide wide space/desk with elevated monitors and laptops** and p**ractise with people how to move in that particular environment**. Do not expect them to not have accidents, remember they do not choose to do this.
- Be preventative, for example if there are constant accidents dropping mugs/glasses, recommend a **flask that has a lid** that is hard to break and prevents spilling (e.g., travel mug).
- Be **understanding, accepting**, make sure you **model, prompt** and **foster an inclusive environment** that empowers people and is a **non-blaming culture**. We all experience different challenges.

# Evaluations, exams, appraisals

At work or when studying, people may need to present exams, tests, or go through appraisals. Remember that these situations are very distressing for everyone, but even more for neurodivergent people. A misread interaction or lack of clarity of when to talk or where to put their jacket, could make a difference between performing at their best, and failing despite of their work hard and preparation.


- Give an **overall agenda of the day**, maps and videos to the venue or how to use the link, pictures of people involved, multiple reminders of day/time. Pre-setting the agenda will help them to have an idea of when they can talk and **be clear when you are asking and expecting them to contribute**. **One question at a time**, not a long sentence with multiple questions (see Processing information slides).

- Think if you can be **flexible** and **allow them to type their answers** if talking is too overwhelming, even if they are in front of you, some people may perform better when it is non-verbal interaction. **Ask for their preferred means of communication.** Some may be better verbalising and doing the exams/appraisals orally, others may prefer to complete things in writing.

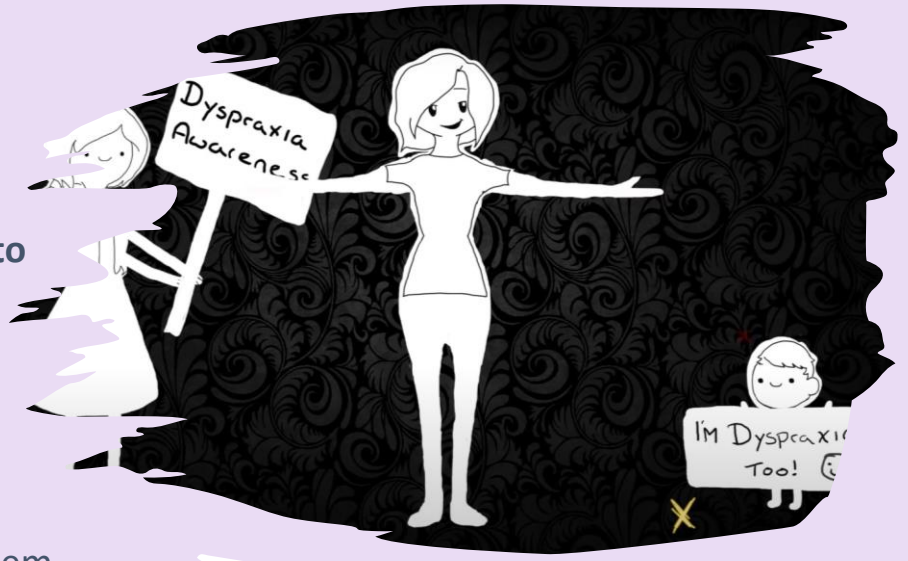
- **Prepare them** allow them to visit the venue and have mentors or coaches **doing a mock interview/exam/evaluation** session so that they can **have a better idea of what will be expected of them. Allow people time to complete forms in advance if possible. If you have supervision or mock sessions, let them record the sessions** (e.g., lectures, supervision, mock interviews) **for their personal use,** this will support information processing**.** You can sign with them an agreement to not show, share, or use it for any other purposes. The recording is not to evaluate you, but **for them to better understand how they did and what they need to keep doing, and what needs further improvement. This also enables them to make notes later,** rather than juggling listening to you during supervisions and simultaneously making notes.

- **Provide written instructions and software** (text to speech) or instructions that are broken down into smaller steps and in easy terminology. Or provide a **reader who can read the instructions** and explain in different ways. Provide plenty of time for them to process the information and execute each task. Be specific with the requests, how many words or how long should they take to respond.

- **Provide a quiet and individual space for them** when presenting tests, exams. Some may get distracted with sounds, visuals, or just need to move when concentrating. Instead of disrupting the whole room or asking the person to use their energy to 'stop themselves' **be accepting and provide a private space**. **If this is not possible, ask yourself if you can accommodate a different time** (e.g., same day but later with less people).

- **Prepare them in advance**, make sure there are **other professionals supporting structure, sleep, mood, healthy eating**, etc. These elements are basic to manage well-being and stress. Use a multidisciplinary joint approach with a counselling/therapy, practical, physical health, and social care support.

# Acceptance




- Please remember to **be accepting, non-judgemental, and flexible**.
- Neurodivergent people **do not choose** to be at a disadvantage, they **need these accommodations to achieve the same goal** others achieve more naturally or in less time.
- Remember that people may not express distress or the 'cost' of achieving the goals. There may be constant exposure to stress that is significantly deteriorating their health from early years. **These strategies support people and empower them** to achieve things whilst **using their strengths, not change them.**
- **It is not 'special treatment', it is empowering people** and giving opportunities and resources for them to overcome challenges to be able **to contribute** to the team in their own way.
- **Use people's strengths**, the **same role may look slightly different**. For example, some people thrive when interacting with others and meeting new people signposting them or giving information, presenting or being the centre of attention (the hatch – dealing with queries). However, other people may struggle significantly with interactions, task shifting, and presentations, but may work very well on their own doing thorough reports, notes, and organising schedules and boards. Use people's strengths to support the team. **People are not the same**, **using different strengths** we can **contribute to the same goal, but differently and complementing each other's work.**
- **Negotiate** and be prepared to 'meet in the middle' and **empower employee/student to support the organisation and project.**
- The **best leaders develop others** and **grow with them!**
- **Be kind to yourself too!** Neurodivergent people are very different even when they have the same diagnosis, so learn with them, **be gentle to yourself** and remember **TOGETHER we can achieve more!**

# Neurodivergent burnout

- Neurodivergent people experience burnout for different reasons that may not be ‘usual’ for non-neurodivergent people. Please **consider breaks and people’s well-being** (i.e., other areas such as socialising, social care, physical and mental health, finance, housing, etc.).

- Help them to **counteract burnout  and remember to prevent,** as recovering from burnout can be very challenging and functioning can be extremely impaired. Please provide support if you think things are starting to become challenging (e.g., **reduce number of activities**, opportunities to **engage in interests**, time alone or time to socialise – depending on people’s needs, self-compassion to **accept we all need time to recover** and become robust enough to manage things later, opportunities to **engage in sensory activitie**s that are **enjoyable and relaxing**, some people love **spending time with their pets or in nature**, plan for things to be slower and add more time for completing activities (you may need to try and explore with them different times to get a suitable percentage of extra time for each person and task).

- **Neurodivergent people** would **often feel exhausted after activities that may not exhaust non-neurodivergent** people (e.g., socialising even if this seems ‘easy and enjoyable’, paying attention in a meeting, driving, activities that involve reading, interacting when going out in the community, receiving/giving feedback, organising, etc.). Please be accepting and **plan for those eventualities**, give them time to recover, or prevent often exposure to those activities when possible. Remember that **neurodivergent people are often exposed to constant high stress** and need time to allow their body and mind to recover. Also, keep in mind that **some activities that may be difficult for non-neurodivergent people may be easier for neurodivergent people**. Therefore, it's important to **help them bring out those strengths and be proud of using their unique abilities.**

- Ask or **explore with each person what motivates them and helps them feel well**, as they may not be aware themselves. **Be kind to them and yourself and learn together!** There is no one right answer or one-size fits all, so try things with them. **Your flexibility and kindness will go a long way!**

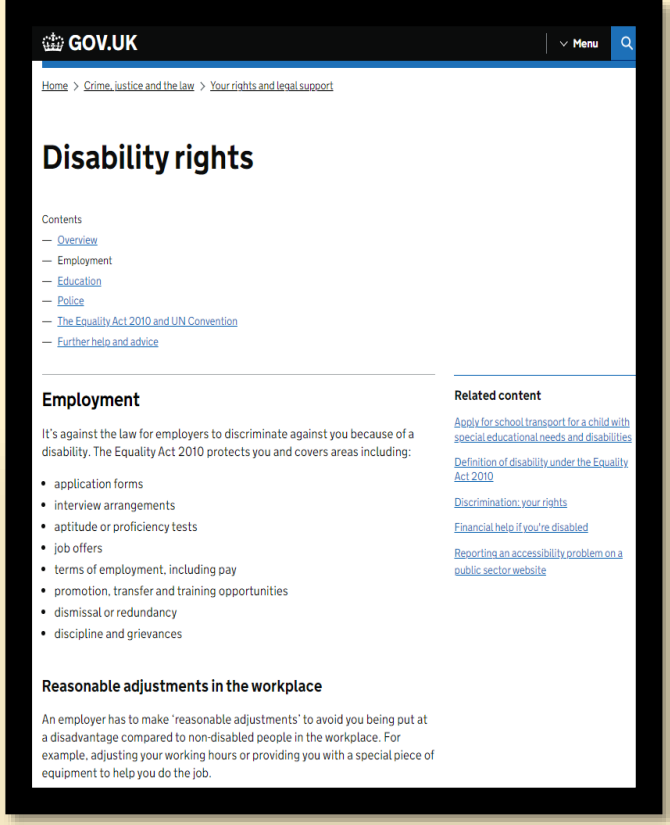
# Equality & Inclusion: Your rights

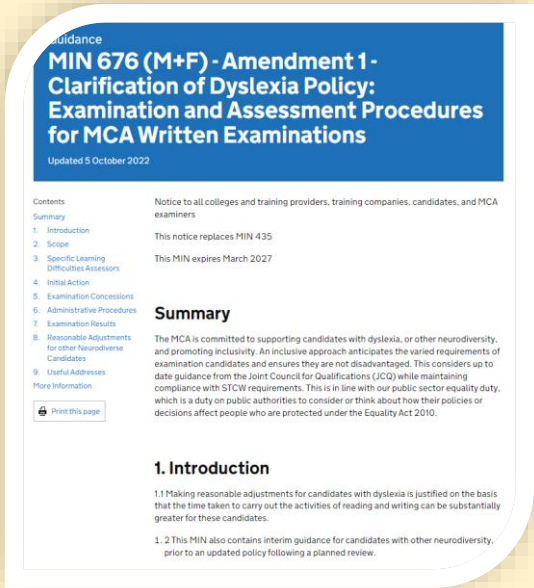
- Although neurodevelopmental conditions come with great and many strengths, as we live in a world mostly designed by and for non-neurodivergent people, and some elements may 'disable' neurodivergent people. Legally, in the UK the **Equality Act 2010** is a good starting point to review what constitutes **reasonable adjustments.** The **Citizens Advice Bureau** also provides guidance and helpful summaries.

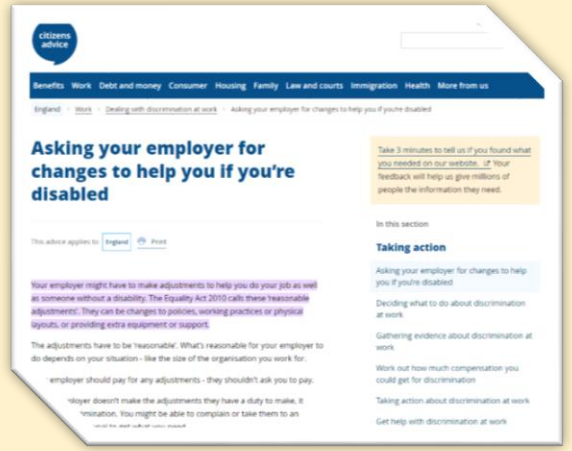
- Reasonable adjustments can involve **changes in policies**, **working practice,** **adjusting working hours**, **physical layouts**, providing **extra equipment or practical support, etc.** This is to avoid putting neurodivergent/diverse individuals at a disadvantage compared to non-disabled/diverse people in the workplace.

- Although there are not specific acts for all neurodevelopmental conditions, these are a protected characteristics under the **Equality Act 2010,** and as neurodevelopmental conditions' characteristics overlap, some policies such as the **Dyslexia Policy** and the **Autism Act, 10 Years** (p.40) provide guidance that can support other neurodevelopmental conditions. These acts formally **support reasonable adjustments such as extra time, remote working,** etc., for the inclusion of neurodivergent people.

- See **guidance on employing people with diverse health conditions** here and other documents on equality and diversity here.




Please consider the term 'disability' is legally used to implement adjustment that could support individuals to not be at a disadvantage. **Remember neurodivergent people also have strengths.**

Embrace all types of Diversity by Nahory Hernandez Mancilla

Neurodiversity Network
EDI growing together

# NEURODIVERGENT THINKING STYLES

## DYSLEXIA

Dyslexics are famed for general inventiveness & creativity, can excel at pattern-spotting.

## DYSPRAXIA

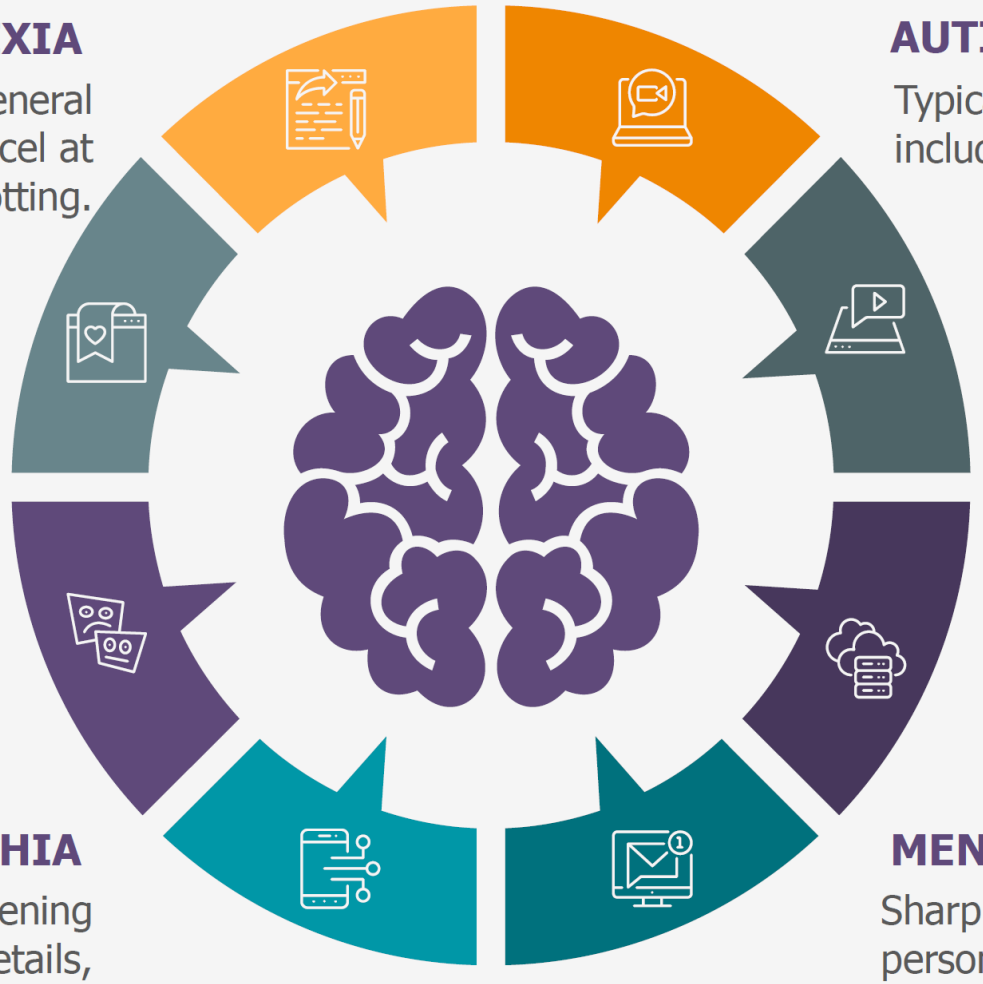
Dyspraxics tend to be good at 'big picture' thinking, pattern-spotting & inferential reasoning. They are often resourceful & determined problem-solvers.

## DYSCALCULIA

Creativity, strategic thinking, practical ability, intuitive thinking & problem-solving are standout strengths.

## DYSGRAPHIA

Strengths include enhanced listening skills, ability to recall oral details, memorisation, & storytelling.



## AUTISM

Typical strengths associated with autism at work include problem-solving & analytical thinking.

## ADHD

Insightfulness, creative thinking & problem-solving are strengths often associated with ADHD, with an ability to multitask & take calculated risks.

## TOURETTE SYNDROME

Often creative & energetic, with acute perception. Humorous, empathetic & completer-finishers.

## MENTAL HEALTH

Sharp memory, empathy, personal strength & resilience.

Infographic from Genius Within, Angie Alderman

# Autism strengths


(by Russell et al., 2019)

# Employment links

- Access to Work is a government funded employment support scheme that can give grants for reasonable adjustments at work. These may include work coach, software, hardware, for neurodevelopmental conditions, physical health conditions, mental health conditions or any other barriers that if managed could help you to maintain employment and wellbeing at work

- Pluss is an organisation that offers support to people with disabilities to move towards employment https://pluss.org.uk/

- Your local JobCentre will have information about local services, remember to ask for a **Disability Employment Advisor** https://www.gov.uk/contact-jobcentre-plus
- Neurodivergent coaching neurodivergent Genius Within and No Drama Lamas
- How to support **mental health at work**: https://www.mentalhealth.org.uk/publications/how-support-mental-health-work

# Useful links: Adult assessments, diagnosis, management

- Autism getting assessed & autism assessment
- ADHD diagnosis & ADHD aware
- Dyslexia diagnosis & dyslexia assessment
- Dyspraxia (DCD) & dyspraxia assessment
- Tourette syndrome & TS assessment


# Further information (1)

## ADHD

- http://www.addiss.co.uk/
- http://aadduk.org/

A great place to start and get information, it is informative and comprehensive. You will find strategies, ideas and information about policy.

- See Dani Donovan ADHD in the workplace resources
- https://www.additudemag.com/category/explore-adhd-treatments/treatment-reviews/
- http://ukaan.org/index.htm
- http://www.adhd.org.uk/
- http://www.additudemag.com/index.html/

# Further information (2)

## Autism

- https://autismandhealth.org/
- https://www.nhs.uk/conditions/autism/support/
- https://www.autistica.org.uk/ (Based in America, and created by autistic people working hard to support the autistic population)
- https://skillsforhealth.org.uk/wp-content/uploads/2020/11/Autism-Fwk-easy-read.pdf
- Core capabilities framework for supporting people with autism (Easy Read)

## Dyspraxia

- https://dyspraxiafoundation.org.uk/what_is_dyspraxia/dyspraxia-at-a-glance/
- https://www.facebook.com/DyspraxiaIRL/
- https://dyspraxia.ie/Adults-with-Dyspraxia-DCD
- http://www.dyspraxiauk.com/

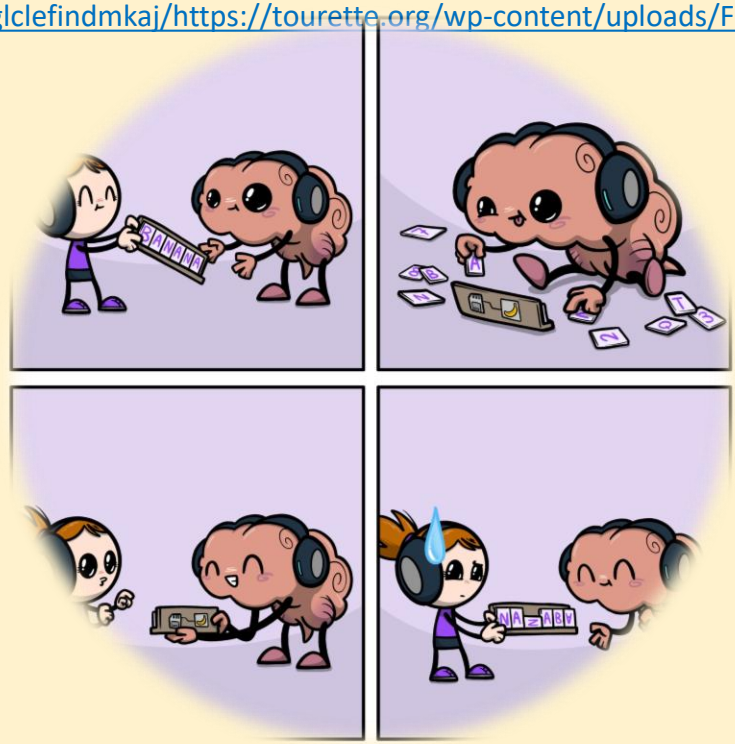
# Further information (3)

## Tourette's Syndrome

- https://www.tourettes-action.org.uk/67-what-is-ts.html
- https://www.tourettes-action.org.uk/84-employers.html
- https://movementdisorders.ufhealth.org/2020/01/31/strengths-of-tourette-syndrome/
- https://www.tourettes-action.org.uk/20-getting-diagnosed.html#:~:text=TS%20can%20only%20be%20diagnosed,autism%2C%20dystonia%20and%20Sydenham's%20chorea
- Information TS (copy-paste the link using Google Chrome): chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://tourette.org/wp-content/uploads/Young-adult-final-tool-kit1.pdf
- Managing TS (copy-paste the link using Google Chrome): chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://tourette.org/wp-content/uploads/Full-Provider-Tool-Kit-rev.pdf

## Dyslexia

- http://www.key4learning.com/
- https://www.bdadyslexia.org.uk/
- https://www.dyslexia.uk.net/employers/access-to-work/
- https://abilitynet.org.uk/news-blogs/how-can-dsa-help-students-dyslexia



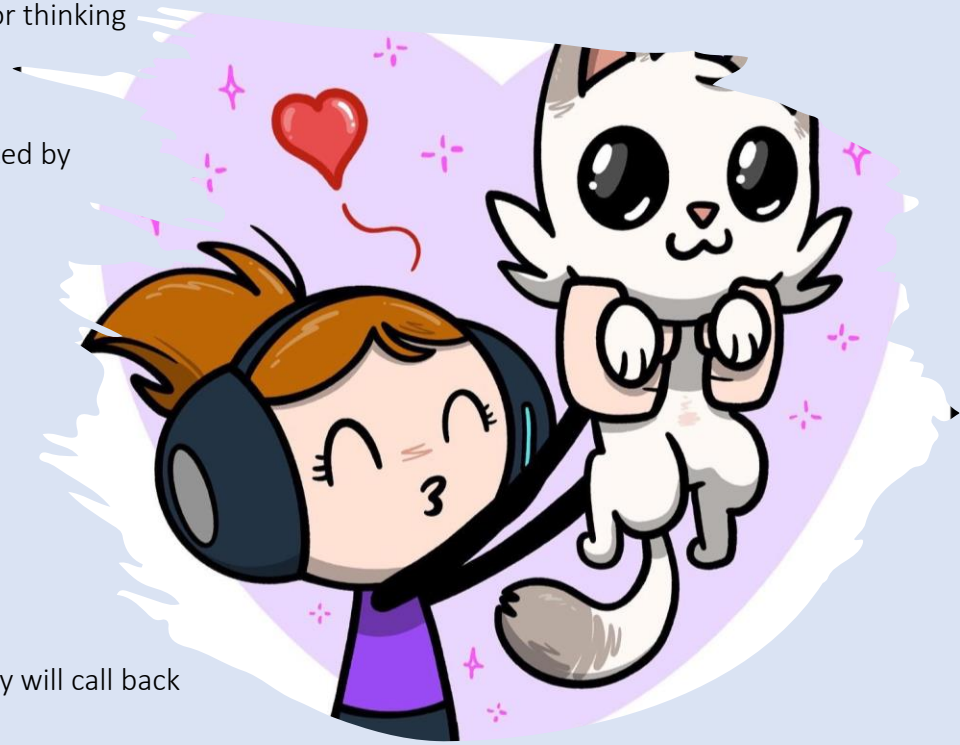
# Self-help

**You can also find some self-help materials for co-occurring conditions**

- https://www.autism.org.uk/advice-and-guidance/topics/mental-health
- https://www.nhs.uk/conditions/stress-anxiety-depression/self-help-therapies/
- https://web.ntw.nhs.uk/selfhelp/
- https://www.nhsinform.scot/symptoms-and-self-help/self-help-guides

# General support: Reach out, keep trying, you are not alone!

- **Samaritans:** 116 123 (free). Text 077 25 90 90 90. Email: jo@samaritans.org
- **National Autistic Society** (NAS) - 0808 800 4104 - https://www.autism.org.uk/
- Search online for your **local GP surgery** (UK) - https://www.nhs.uk/service-search/find-a-gp
- **Text** the word **'Shout' to 85258** and they will call you back. If you're feeling low, anxious, worried, lonely, overwhelmed, or thinking about hurting yourself. Shout is a free, confidential, anonymous in the UK. https://giveusashout.org/get-help/
- **RISE: 0300 323 9985**. National refuge: 0808 2000 247. RISE is an independent registered charity that helps people affected by domestic abuse. https://www.riseuk.org.uk/get-help/support-advice
- **Victim Support: 0808 168 9111**. https://www.victimsupport.org.uk/more-us/contact-us/
- University of Bath EDI
- University of Bath autism resources
- Access to work for ALL conditions, including mental and physical health (support for employed people)
- Disabled Students Allowance (DSA)
- **SANELINE:** 0300 304 7000 (temporarily closed but can leave name and telephone for a call back on: 07984967708). They will call back after a few days. The service offers emotional support and information if you are struggling with your Mental Health.
- **Relate: 0300 100 1234**. Relationship support for everyone (not free).



# Key Message - Contact us

"We are all different. Be curious to know us. **Your openness to help us and kindness to accept our challenges and strengths can make a difference!**

Thank you for your interest in supporting us!"

Please **contribute** with ideas, **help improve this guide,** and **contact the author:**

**Dr Nahory Hernández Mancilla**
neurodivergence@catchmyemotions.co.uk
neurodivergence@bath.ac.uk

Other guides and training can be tailored to specific environments, please get in touch!

Embrace all Diversity



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You can find the most updated version of the guidelines here: https://neurodivergentfriendly.com/guidelines

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