



Community First
Yorkshire

A Volunteer Co-ordinator's introduction to Neurodiversity



Welcome

Session aims

Today we will look at how to involve and support volunteers who are Neurodiverse.

By the end of the meeting we will have defined what is meant by Neurodiversity, explored the barriers to engagement often facing individuals, helped raise awareness of the various related conditions and given you practical advice on how best to recruit, develop and support neurodiverse volunteers on your teams.



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*This network meeting is a **safe space** for all*

DIVERSE
INCLUSIVE
ACCEPTING
WELCOMING
SAFE SPACE
FOR EVERYONE



<https://www.safespacemovement.co.uk/>

<https://www.safeplaces.org.uk/>



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Zoom poll:-

***How familiar are you with the term
Neurodiversity?***

What do all of these people have in common?



They are all successful in their chosen fields AND they are all Neurodivergent

What is Neurodiversity?

Everyone's brain is wired differently, with unique ways of thinking, interacting and experiencing the world.



Neurodiversity is based on the theory that these neurological variances, or differences, should be recognised and appreciated just like any other variation, such as gender, race or sexual orientation.

Hazel will explore this during her presentation.

Let's start with a sum.....

How would you calculate

$$28 + 47?$$

What happens in your head?



$30+45$

$8+7=15, \text{ PUT DOWN THE 5 AND CARRY THE 1, } 4+2=6, +1=7$

$8+7, 20+40, \text{ THEN + THE 60 \& 15}$

$40+20+15$

$28+40+7$

$47+30-2$

$7+8+20+40$

$30+50-5$

$20+40=60, 8+7=15, 60+15$

$28+2+45$

$20+40+8+7$

$47+8, 55+2$

$\text{ADD 2 TO MAKE 30, } 30+47=77, \text{ GIVE BACK THE 2}$

$60+15$

$28+50=78-3$

$28+7+40$

$8*2=16, -1 +60$

$30+40=70, 7-2$

$7+8=15, \text{ CARRY OVER 10,}$

$40+20+10=70 +5$

$30+47-2 \quad 30+50=80, -(2+5)$

$5+10+10+50$

$20+8+40+7$



*How did you calculate **28 + 47**?*

Which method was technically correct?

Was your method better than someone else's?

Did you find it difficult?

Now consider how challenging that could be for a Neurodivergent person



Zoom poll:-

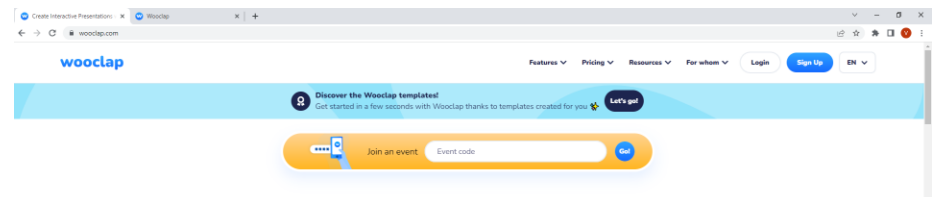
***How confident are you on what
Neurodiversity means and how it can
impact an individual as well as the wider
community?***

Breakout rooms

15 minutes

CASE STUDY

wooclap



Go to - **Wooclap.com**
Event code - **UJSYHN**

Case study 1: Autism

Volunteer : 21 Year Old Female (K)

Environment : Community Café.

Role : Volunteer Café Assistant

K received support throughout their education but has always cherished their independence - more so since leaving school.

In the past when applying for paid or voluntary positions they have felt overlooked when they declared their autism diagnosis. This time they want to go through the process and not declare their diagnosis. This is their right and through their application and interview they are successful in obtaining a voluntary position.

K relates to her family that all is going very well. They like the environment and the people they work with. After a number of weeks however K reports difficulties when being given instructions by one of the kitchen supervisors. They say that the instructions are too confusing and they are aware that they aren't able to execute them all. K mentions this to her family but they are adamant that they don't want to declare their autism diagnosis – stating that they want to be independent and deal with any issues themselves.

Two weeks later K no longer wishes to volunteer at the café.

- 1. What might the community cafe have done?**
- 2. What might K have done?**
- 3. What have we learnt from this?**

What might the community cafe have done?

It depends what the café has in place. They might only initiate actions if they know in advance when a volunteer has declared something, e.g. I have trouble reading. Many reasonable adjustments can be put in place, but it is whether they are implemented because of prior knowledge or is the café reacting to what they see? But to have nothing declared and when given an opportunity to discuss their needs, a volunteer remains tight-lipped, should the café employ stealth tactics? What is their procedure for new volunteers and staff? Is there an induction? Is support offered in the form of supervision? Could this have been utilised to better support K?

What might K have done?

This is a highly sensitive area, as an individual's diagnosis is always their property. They may wish to tell their immediate family, they may even wish to keep it from them. K might need some support in looking at the broader aspects of not declaring their autism – focussing on their positive qualities and skills. Ultimately it is still their right and so they should be respected and supported appropriately.

What have we learnt from this?

Moving into paid employment or volunteering will bring about many challenges. If an individual feels they have been treated unfairly in the past, with or without proof, they will feel vulnerable about declaring their diagnosis. Unfortunately there have been many instances where people have declared, but organisations have failed to act suitably upon that information. With encouragement and support, if K showcased their positive attributes and work experience as well as outlining specific support needs, they could use this experience in a positive way next time they apply for a position.

Thank you

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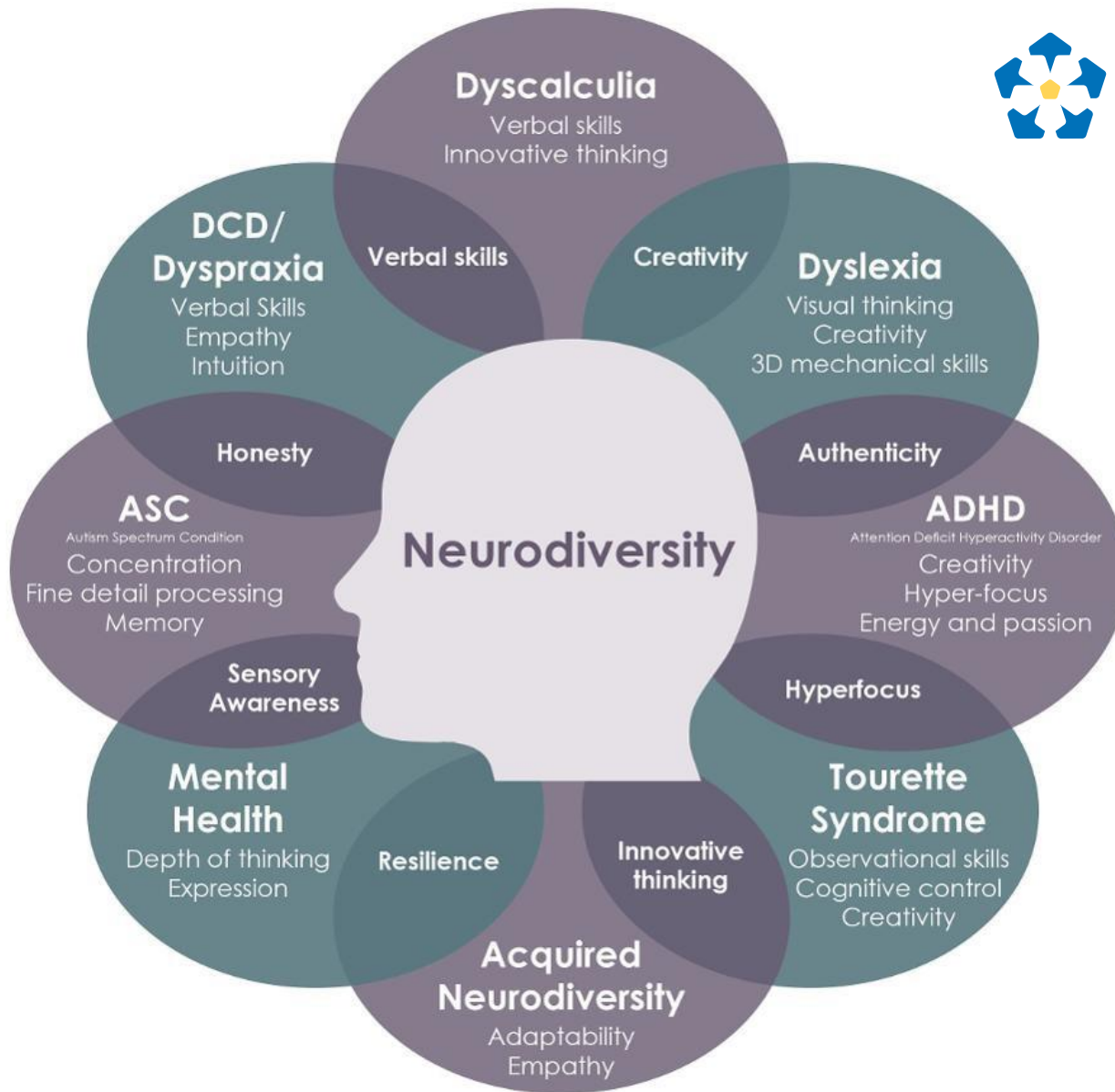
Twitter @volunteeringNY

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Resources





ADHD – Attention Deficit Hyperactivity

- About 4% of the population have ADHD
- ADHD affects a person's ability to focus. It can cause inattention, hyperactivity and impulsiveness
- People with ADHD can be some of the most creative members on a team, bringing energy and new approaches to their projects
- Several studies have shown that adults with ADHD tend to be out-of-the-box thinkers and calm under pressure

AUTISM

- About 2% of the population is autistic
- Autism affects how a person perceives the world and interacts and socialises with others, making it sometimes challenging for them to pick up and interpret social cues
- Autistic people can be sensitive to lights, noise, touch and smells
- Autistic people are often highly logical and good at absorbing and remembering facts, attention to detail, and recognising patterns

DYSLEXIA

- About 10% of the population are dyslexic
- Dyslexia impacts the way the brain processes information such as reading, writing and spelling
- It can cause challenges with processing information quickly, organisation, sequencing, and spoken language
- Dyslexic people can be very good at creative thinking, problem solving and verbal communication
- About 35% of entrepreneurs are Dyslexic

DYSPRAXIA

- About 6% of the population are Dyspraxic
- Dyspraxia affects your physical coordination. It can also affect your gross motor skills, such as being able to catch and kick a ball, run and ride a bicycle
- Dyspraxia can also affect your ability to organise yourself
- Dyspraxic individuals are often creative, determined and really good at developing their own strategies to overcome challenges

TOURETTE SYNDROME

- About 1% of the population have Tourette Syndrome
- Tourette Syndrome (TS) can cause sudden, uncontrolled, repetitive muscle movements and sounds called “tics”
- Stressful situations can make the tics more frequent, prolonged and more pronounced
- People with TS can be faster at assembling sounds into words (phonology) and are often high-achieving, creative and empathetic

DYSCALCULIA

- About 5% of the population have dyscalculia
- Dyscalculia affects an individual's ability to acquire and use mathematical skills
- For some, it affects how they see numbers. For others, it might make symbols difficult to read, or they may have trouble understanding finances, data and using numbers in everyday life
- People with dyscalculia often have strengths such as intuitive and strong strategic thinking, are very creative and have a love of words

What support can be offered in the workplace?

- Make a commitment to become a more neuro-inclusive organisation
- Understand where your organisation currently is, where you want to be, and how to get there
- Create a culture where neurodivergent talent can thrive through providing support services for neurodivergent talent, education and awareness and reviewing your current processes and
- ways of working (e.g., recruitment)



Resources

The National Autistic Society (NAS) - <https://www.autism.org.uk/>

NAS North Yorkshire Central Branch -

<https://www.autism.org.uk/what-we-do/branches/nas-north-yorkshire-central-branch>

The College of Policing - <https://www.college.police.uk/support-forces/diversity-and-inclusion/neurodiversity-glossary-terms>

BBC – Chris Packham - ‘Inside Our Autistic Minds’

<https://www.bbc.co.uk/programmes/p0bbnjvx>

‘Kids meet a Woman with Tourette’s’ -

<https://www.youtube.com/watch?v=54qoxmF-GOw>

Resources – work place support

How to use digital technology to support neurodivergent staff -

<https://www.thecatalyst.org.uk/resource-articles/how-to-use-digital-tech-to-support-neurodivergent-staff>

Understanding Neurodiversity in the Workplace: A Guide for Employers -

<https://www.atkinsonhrconsulting.co.uk/single-post/understanding-neurodiversity-in-the-workplace-a-guide-for-employers>

Creating the Dialogue for Neurodivergence Inclusive Workplaces -

<https://alittlemoreunderstanding.files.wordpress.com/2023/01/creating-a-dialogue-for-neurodivergence-inclusive-workplaces-1-2.pdf>

Neurodiversity Celebration Week resource hub-

<https://www.neurodiversityweek.com/resource-hub>