



Neurodiversity: Because Great Minds Don't Think Alike

Transcript:

Hi everyone. Hopefully, you can hear and see me, okay? Welcome, welcome. I can see people are joining as we go. So, as

you join, very welcome. Nice, nice to have you all here. A little bit of housekeeping to start with. You'll

notice first of all, that there is a webinar chat. I can see Claire has just posted in that. Please, we can't see you, we can't hear you, but we'd

love this to be interactive. So and please. Jump into the chat, tell us where you joining from, who are little bit about you. And if you

feel comfortable to share this is, of course, an event focused on neurodiversity. So, maybe tell us a little bit about why you've

joined and what neurodiversity means to you. So I'm just going to join the chat as well, so I can see what everybody's

saying. But yeah, thanks so much. You can still see, people are people are joining as to say we can't unfortunately we can

see you all, but thanks so much for joining today. Hi, Tim. Oh we have people joining us from all the way over in Australia.

That's fantastic. The midlands, a little bit closer to home, we're down in Bristol. A reasonably cloudy day today, unfortunately,

probably not the Australian weather that you've got. Fantastic. Oh brilliant, lots of people coming from all over. So when yeah, thank

you so much for joining. Keep telling us where you're coming from. We've got Northern Ireland, Jose from over in Northern Ireland,

Oh brilliant, a real mix of people from different universities, different organisations, different workplaces. Oh,

fantastic, we have Peter over from Canada. Brilliant. Well keep sharing, yeah let us know where you are joining from and kind of watch

join today. And also to mention captions are available in Zoom. So if you do need captions today, please just turn

them on yourself. You should be able to do it if you have any problems, our team are here to help you. So again just reach out to

any of our team and we'll be happy to assist. Okay. So whilst people are still joining, let's get going. So

welcome again to this Skill Session webinar on neurodiversity. So, Skill Sessions. What is it? Well, it's an

event series run through CareScribe and essentially we're creating a space for education and knowledge sharing amongst

those working with disabled and neurodiverse individuals. That's the premise. We run both in-person and online events. Our last event which

you saw some clips from at the start there was based in Manchester, and we tend to focus on a very specific subject in our events and try

and focus on that subject. So our last one in Manchester was on hearing awareness, and for anybody who's joining,

who was at that will hopefully agree it was a great success. This time, it's our first one online and this time we're going

to be focusing on neurodiversity with the brilliant title Neurodiversity, because great minds, don't think alike. So I said this

event is run by a CareScribe so who are CareScribe? Well, I'm part of CareScribe. So my name's Rich. I'm one of the Founders and Directors

of the company. CareScribe is an assistive technology company based down in Bristol. Neurodiversity is integral to who we are. So

myself and the two other Founders, Chris and Tom, we're all neurodivergent and so are many of our team. And as a

company, we spend every day working to support disabled and neurodivergent individuals to work and study more independently. So

that's our, our M.O. And we do this by building software. So that's the way in which we can effect that change, and our software

tools, you may have heard of before we've got to two software tools, one of which is called Caption.Ed.

Caption.Ed is a captioning and note-taking tool that helps people to better comprehend and retain information

The information is thrown at us pretty much constantly in our busy day to day lives

So that could be meetings, it could be conversations with colleagues, it could be learning material in educational settings.

Essentially, we're all pretty familiar with the huge

amount of information that's thrown at us and for most people that can be challenging and when you layer on a disability or

neurodivergent profile, it becomes can become even more challenging. So, our software basically is designed to help support

in those those environments and it's a tremendous value to a wide range of people across both education and the workplace and

especially those with different disabilities, or as I say neurodivergent profiles all the way from those who are

d/Deaf or have hearing loss who may find it difficult to comprehend what's being said to those who are maybe dyslexic, have ADHD or

ASD who may have actually very similar difficulties, finding it hard to both comprehend information, focus or retain information. So

that's one of our pieces of software Caption.Ed.

And our other one is called TalkType which is a dictation tool, helping people to convert their thoughts into text and get things down on paper.

Again something that people, a wide range of people,

even, find it very challenging for a wide range of reasons. I know we got lots of our customers on the call today, so that's a very

exciting and so yeah, thank you for joining us and of course, if you want any more information about CareScribe, who we are, what we do

please feel free to pop a message in the chat or get in touch with us, send us some feedback and we'll jump on a call and we can

give you more information. Wow, well, the numbers keep on, keep on climbing. So yeah, that's fantastic. Keep sharing where

you're where you're coming from and a bit of information about you, that would be fantastic. It's great to see the chats already

very active, so that's brilliant. Other bit of housekeeping, we've also got a Q&A tool that's built into Zoom, which you might be

familiar with if you've been on Zoom before, but as we go, if you've got any specific questions you want answers to, please pop them in

the Q&A, our team is on hand, so and we're going to be keeping an eye on things in the chat that maybe we can drag over to the Q&A but

we'll go through that. And we'll try and answer as many questions as we can. You can also upvote questions, so if you see another

attendee has put really good question forward and you think oh I want an answer to that then please just click and upvote that because

we can then try and get through as many as we can in a priority order. Good news is this webinar is recorded and so will aim to get the

recording over to you by the end of the week as well. So if you if you miss anything, don't worry, you're going to be sent the recording.

Okeydoke. Well, the people joining us has slowed. Wow, we've got lots and lots of people on the line so that's, they're absolutely

fantastic. So on to the good stuff, so welcome to Devon. Devon joins us from the Self Agency here in

Bristol. Devon is an EDI consultant, Co-founder and Director. And we actually first met Devon when she came all the way over to us

in CareScribe to talk about this very topic at our People's Hub, which is an internal event we run for our team regularly. She was

so brilliant that Lucy invited her to come along and speak to you all today. So Devon, would you like to introduce yourself?

Yeah, absolutely. Thanks Rich, that was a glowing introduction. Thank you so much for having me here today. It's great to get to work

further with CareScribe and also all of our lovely participants today so thanks guys for logging on. And do please share in the

chat any any thoughts or any questions in the Q&A, we've got loads of knowledge and a real mix of individuals with different lived

experience and professional experience on the call today. So the most that you can share that would, that would be great so that we can

learn from each other as much as just hearing Richard I talk to you guys, we really want to hear from you as well, so thank you for

that. I'm going to go ahead and just share my screen now so bear with me one moment.

Okay, so, yeah, we're here to talk about neurodiversity today and we have the

the title here of Great Minds Don't Think Alike, which I think is really key when we start to talk about neurodiversity, for many reasons.

When we look at innovation and progression neurodiversity is really at the forefront at the moment. So, that's where we've gone with this

name. I'm also the neurodiversity Champion for Bristol City Council. So we're looking at upscaling a lot of Bristol companies around

neurodiversity and making them aware of how neurodiversity can really help their productivity, help their bottom line but most importantly

how they can use the neurodiversity model to best serve and look after neurodivergent individuals who unfortunately, in the past have

been overlooked. And so with things, like cultural adaptations, and some of the fantastic tech that's coming out with companies like

CareScribe at the moment, we're seeing a much brighter future for neurodivergent individuals. So, the first thing that I'd like to

touch on around neurodiversity is a bit of the language because we've already used a couple of those words at the moment that sound a

bit similar but also can be a bit confusing. So I'm going to just take a little bit of time here with this wonderful slide from

The WI, who are having a big movement in recognising ADHD and autism in women and girls. And they've created this beautiful slide in order

to help us understand some of those differences, particularly in the language. So we can see here that a neurodivergent person here in the

the top left-hand corner of this slide might be somebody with a diagnosis, or importantly, somebody that self-identifies as having ADHD,

OCD, autism, dyslexia, and about 200 more kind of identifiers there.

We'll touch a little bit more on what some of those other conditions

or identities can look like, but for the purposes of explaining the language, we're just going to take these four. We can see here in the

next slide along that we've got somebody that might be considered a neurotypical person. Now, when we use the word neurotypical, I like to

stress that we're normally talking about the expectations within an environment rather than ever believing that any brain could be

neurotypical. If we could fully realise the neurodiversity model, we would see that everybody has a different brain and we might not have

a need for language like neurodivergent or neurotypical but for the purposes of processing and and progressing the movement of

neurodiversity, these terms are useful now in terms of us explaining. So a neurotypical person might have the trait or behaviors that we might

typically expect as an institution, or an organisation from our staff, our students, from anybody incoming, what we might typically

expect them to behave like how we might typically expect them to process things, if people are getting on board with that and that's

really working for them, then we might refer to that person as a neurotypical person. If we had a group all together of people with

just ADHD, we wouldn't refer to that group as neurodiverse because we'd have lots of the same brain. And if we were talking about this

in relation to biodiversity, for example, we might be looking a garden. And if we had a garden full of sunflowers, we'd know that there

wasn't much biodiversity in that garden. We've just got sunflowers. But when we start to look at a garden that has sunflowers, roses,

bluebells, daffodils, daisies, other plants, you can think of, we start to look at a biodiverse garden. And that's the same with our brains.

When we start to look at a group of people and respect and value the differences between everybody's brains, that's when we can start to

see that any group of people is neurodiverse, so we see diversity within a group of brains, but we might see divergence in just one

brain when that person is perhaps differing from the typical

expectations. When somebody's coming into our community, our organisation, our institution, and perhaps, they're not behaving in the ways that we might typically expect or they're not processing the environment in the way we might typically expect, that's when we might be looking at a neurodivergent individual. So I'm hoping that that description makes sense and we're going to stick now with a bit of our garden metaphor, as we move on to talk about the neurodiversity model as a whole. So as we can see here, there are even more identities and diagnoses, then we can see on this slide here that come under the umbrella of neurodivergent, but here are some of the common ones that we might see. And one of the main things we can notice here, that makes the neurodiversity model differ from the traditional medical model is that instead of underneath there being a list of symptoms or difficulties, deficits, disorders, we start to look at these differences on an asset based, in an asset-based. Way, right?

So we're starting to focus about what's strong in people with some differences and not what's wrong with them. So if we just go back to our garden for a for a second and we imagine that we did have, this time, let's imagine we've got a garden of roses and we've introduced a sunflower into our garden. So first of all, we're not going to start telling the the sunflower, we're going to say, oh, you know, you've just grown a bit tall. So that might be, you know, a growth disorder or, you know, you seem to have yellow petals rather than red petals that we were expecting. So we might see that as a red color deficit, right? We can appreciate the sunflower for what it is and that allows us to go one step further that allows us to appreciate that maybe the sunflower needs different light, different soil. Maybe it needs a trellis in the corner in order to grow and thrive. So we can't just give our sunflowers the same care, the same nourishment, the same sunlight as our roses because they're not going to be able to fulfill their potentials as beautiful sunflowers. We have to provide the sunflower with what it needs in order to be able to grow. The next

step is that we have to value the difference of the sunflower. So we can provide it with all of its wants and needs and get it all set up with its own with its reasonable recommendations, reasonable adjustments. And then the next day we might come back and we might say, well look we've given you all of these different adjustments.

We've given you your trellis, but we can see that you're still not looking like a rose. Where are your rose petals? We've given you what you need, why is that not happening now? But as we can appreciate, until we start to value the sunflower for its different kind of beauty or for its sunflower seeds, or sunflower oil, and the amazing products that can come out of it if we value and nurture it for its difference, then that sunflower really isn't a productive and valued member of our team. We're accepting the sunflower into our garden but perhaps not making it belong. We're accepting the sunflowers, a member of our team, but we're perhaps not valuing it for its differences. So we can have diversity within our teams. We can tick some boxes and, and build them up this way. But until we start to really value the differences of people, in our teams, those differences are no use to us because we get people masking or not being able to have the space in order to let their differences grow and shine. And difference is what starts innovation. Difference is what drives progression. Difference is what's going to make your team be well and stand out in a crowd of teams that maybe have been doing things a particular way for so long. We start to introduce the value of difference and that's where we can see some growth. That's where we start to see the innovation and the progression of the team. So, before I move on from this slide, hopefully, we've all had a bit of a chance to have a look around, and read some of the positives underneath some of these labels that are so, traditionally, stigmatised and discriminated against. I just wanted to point out a couple here that might strike you as unusual to find when we're talking about neuro diversity. So, we've got one here at the bottom,

acquired neurodiversity. So this is really people that may have been through a trauma in their lives. A physical trauma, that's changed the way their brain thinks, an emotional trauma that's changed the way they process the world. This could be a big childhood trauma that's going to affect this person, the whole way through their lives or this could be a recent bereavement. But we can all appreciate that when we're going through some of these really tough life events that actually we are processing the world in a different way and we can see that that's what it means to be neurodivergent, when our brain is processing things in a different way. And even when we might feel in the midst of life event, that's made us unhappy or challenged the way that we're living or thinking about making some changes in our lives. This is a mindset that's still valuable. Someone in that state of being might be much more empathetic towards maybe some of service users or other staff members that have been through similar things, they might be the first people that are most likely to understand and intuitively get to grips with some of those bigger emotional questions that were starting to see being talked, about more and more in the workplace, or in our education settings. It's also important here to mention mental health as well even when that's not event-related. Even if we're looking at general anxiety disorder or a major depressive condition, we're starting to see that these people also provide a difference and there's always value in difference. So we don't always have to be focused on some of these, these labels or these conditions as negatives. We can still see that these people bring a fresh perspective to to our teams, to our communities and to give the value to that perspective. If we value their difference of perspective, it can open our eyes to a whole new way that people are experiencing the things that we do. So I just really wanted to mention those because I think often we can think of some of the, you know, dyslexia, ADHD and autism. We've got autism on here. It's under autism spectrum, condition, or ASC. You might hear it, termed in a few

different ways, but it's important to mention that these things

anybody could become neurodivergent. Anyone could have a period of being neurodivergent in their lives. Whether you choose to take that

on as an identifying label or not. It's obviously a personal choice, but we can all appreciate and relate to the experience, perhaps. I

want to just come back to the Autistic Community at the moment and I say, the Autistic Community with a capital, A, because that's exactly

what's happened. Within the autism movement, is that they've decided so strongly that this is not a deficit or a disorder that they are

now referring to themselves as an Autistic person as opposed to a person with autism, I should say as well. I'm speaking generally

here, there are individual preferences within the community, so it's always best to know what somebody personally refers to be referred

to but lots of the community are now spelling autism with the capital A, they're referring to themselves as the autistic and they're seeing

themselves as an Autistic Community that's different, not disordered. And so we can really start to see how people are enjoying the

difference of their own brains, and we're starting to see how others are starting to find the joy in that too. If we look at companies

like Apple, for instance, they've been facilitating working environment for autistic people since the 80s and this is in terms of the physical

environment, this is in terms of working hours. And they've done this because they recognize that autistic brains were really good at

coming up with innovative tech, right? I'm sure they're just CareScribe people are scribbling down these notes as we speak, but we

can also appreciate that we can bring that into the present day, right? So it's not just about ED&I, although that for me

what I would say is most important. It's also because this is the best way to progress our businesses. We're seeing some of the MI5

teams now, specifically hiring people or women I should say with dyslexia and ADHD because that's a demographic that has been

scientifically proven to be really good at recognising patterns. Why

wouldn't you want them in your code-breaking department? So I'm just

trying to break down here how we can start to look at the assets.
Start to look at what's strong with these neurodivergent individuals,

and not necessarily what's wrong with them. And I'm not dismissing
the fact that they face challenges, I myself have ADHD and dyslexia

and by the time I was 25, I'd had 13 jobs, and this was because I
wasn't able to find a place where my difference was valued enough.

Where I didn't have to focus on what I was bad at continually, I
think I had more reading and writing and literacy practice in school

than anybody without a dislike for your diagnosis. And in some ways
that's been great, it's helped me to engage with the world as it is

today. So much of what we do is reading and writing in today's world
and I'm so glad I can partake in that. I'm so glad that somebody gave

me the tools and the learning to overcome some of my challenges in
those areas. However, it doesn't mean then that people need to be

deemed as as less than, as less worthy than, as less valuable.
Because actually, as we're starting to see more and more things like

Dyslexic Thinking Movement are starting to be real assets. So I just
wanted to touch on that. And talk about how the neurodiversity model

is really focusing on people's strengths and their assets as opposed to a list of symptoms to
be treated and cured. So, here we have our

Spiky Profiles, just, excuse me one moment.

Sorry, it's a bit dry in this room. I'm just going to talk for a
minute about Spiky Profiles. So here we can see along the bottom

axis, we've got cognitive abilities. So those are things like
analytical thinking, social and emotional intelligence, visual thinking

and we've got a few on sort of data or arithmetic analysis. So all
sorts of different things, all sorts of different skills that our

brain performs and what we would normally see see, on a typical
profile of someone's cognitive abilities is that their abilities

would tend to trend in the same line between easy and difficult for
that individual. So we can see here, some of the green teal coloured

line that falls in the middle of that graph. That's how we would normally tend to see someone's plotted cognitive abilities with

little disparity between the ability in each cognitive function. What we tend to see with a neurodivergent individual is a spiky profile.

So that means that some cognitive abilities can be performed with great ease. While some cognitive abilities are greatly difficult in

comparison. So it's important here to mention as well that we're talking about the difference between easy and difficult as opposed to

the difference between can do and can't do. So there's a lot of dyslexic people out there who are, you know, well, well, in above

capable of writing a fantastic essay. It say it might be though that writing that essay is the one task of their year that's going to

drain them of their energy. It might be that the anxiety around that having considered all of the micro traumas that a dyslexic person

might have based at school, which by the way, a neurodivergent person is likely to receive one thousand five hundred micro traumas at

primary school alone. So, that's things like being called stupid, not good enough, not applying yourself those kinds of things, attacks to

someone's personal character, and they receive up to 200 times more criticism through their school education. So, when I talk about the

trauma that someone with dyslexia might arrive, at the task of writing an essay, you can understand how that lived experience

might might provide a struggle for them, and in that instance, so that's one of the other factors that can make these tasks so

difficult.

We might not see though that that same person with dyslexia has a completely below average reading and writing skill. Someone with

dyslexia might have a perfectly average reading and writing skill, but as we can see here on the spiky profiles, it might be that

actually, it just doesn't fall in line with their other skills. Their other skills might well above exceed the average for the

nation, but because we see that their reading and writing, there's this big disparity, that's what would make this person a

dyslexic individual, where we see a spiky profile. So spiky profiles are perhaps one of the things, or one of the only things, that all

neurodivergent people might have in common. So there's lots of difference within the neurodivergent world but having a spiky profile

might be one of the things there that that bands us together. We all have tasks that we could perform with great ease and some with great

difficulty, with a great disparity of ability between the two. So I'm wondering if anyone on our call might have any, any things where

they think that this might relate to them, which I would come back to. I'm just pulling up the chat here if anybody wanted to drop in

the chat any thoughts they had around things that just tend to drain them. It might not be something that you necessarily have to do

often, but when that job comes around in your calendar, your sort of thinking, oh, can I put this off? Can I leave this until

the end of the week? This is just feeling like a mammoth mountain. So Jennifer's of putting up here definitely time

management, but meeting new people is easy. Exactly. So, we might see that. Sorry, I've just managed to click through there. Looking at the

messages. There we go. We might actually see that someone is great in meetings. They really want to go and meet new people, that verbal

introduction, those networking skills might be really strong but yes, getting yourself out of the door the right time, being able to

break down analytically what needs to happen between waking up in the morning and the time that that meeting is, that might be a difficult

process. That might be the thing that drains us, whereas the meeting itself was, what, was exciting? And I can see here as well Claire

saying that a noisy and bright office with interruptions is exhausting. Absolutely. So we might be looking at sensory processing

here. Maybe we're talking about, and I'll talk in my own experience as somebody with ADHD loud, busy noisy, places tend to

exhaust me and very, very quickly. So having things like noise canceling headphones or noise-reduction headphones, you know, I can't

believe I went through so many years of my life having to go home from gigs and parties early. Now I have these, it's something that I

can stick with for a bit longer. So amazing, I'll get proof reading. This is something that I've been talking about a lot recently, as I've

had some applications to write and some proof reading to do and I find it really hard to go through something I've written and not just

rewrite the whole thing, creating twice as much work for myself. And so, sometimes having somebody else read that back to me or some speech

to some text-to-speech recognition software to read back what I've written, so I'm negating some of these cognitive abilities. I happen

to I have quite strong verbal skills. So I'm using what is one of my assets, strong verbal skills, to overcome a challenge that I have

being a neurodivergent person which is reading things to proofread them, right? So we can use some of these assets in order to overcome

some of the challenges that they're having. It's a really great, great examples coming through here. Thank you so much for sharing guys.

This is like super, super valuable. I'm going to go through a couple more. Well, we move on. I would love to kind of chat with everyone

about their different spiking profiles, because this is very exciting. Yeah, someone else is using the text-to-speech, to read it

back. Thanks, Susan. And can tolerate some environments if I have a special interest in but not if I'm not interested in, yeah, absolutely.

I think those sensory things can really be about the feeling that they great within us. And if it's something that our brain is naturally

interested in and invested in, we can sometimes like really welcome, all of that sensory input, right? However, when we look at an

environment that we don't have a positive relationship with from the beginning, or maybe a relationship of boredom. You have said that

like, sometimes we really bored at work, right. But for somebody with a sensory processing, that's a really strong and sensitive sensory

processing system, it might be absolutely intolerable to be sat for hours, listening to something that we're just not interested in, that

might create such emotional dissonance between us and our environments that it's almost impossible to stay there. Amazing,

I'm gonna move on to the next one. Although I've just seen Mark Writing here, can't provide concise answers tend to over-explain and

I think I could totally go into this with all of our chat that we've got going on here because there are some just fantastic answer. So

thank you so much for sharing guys, I really appreciate that and hopefully we can tap into those conversations a little bit more in

the Q&A at the end. Right, let me just move on here. So, lots and lots of you will be if not all of you will be familiar

with this pyramid. This is Maslow's hierarchy of needs. So, we tend to be working across the board at all times. There's a bit of a myth

about us starting at the bottom, and then once we've got those sorted, we can move on to the next rung of Maslow's ladder, and that

would be quite nice. That would mean like that. We only had to deal with one thing at once, but as you're probably all aware, we have to

deal with loads of things at once, right? We have to think about what we're having for dinner at the same time as we have to be thinking

about you know, the next lot of bills coming in the same time, we have to be thinking about how well we're looking after our friends

and family. At the same time, we're thinking about our own perception of ourselves and our bigger goals and plans for the future. So we can

see these needs tend to come at us from all directions at all the time. And for a neurodivergent person, this can provide. There's,

like, an extra layer of complication in this often because what is typically learned by now by neurodivergent people or

everybody, or taught, is that there's specific ways to get your needs met, and for lots of neurodivergent individuals, these typical ways of

getting your needs met just don't work. So for instance, some people with ADHD prefer to work at night time, this is when their brains

really switched on this is proven by science where we've measured people's brain waves at different times and some people's brains are

just active in the night time. I'm but you can understand if you've gone through society as it is today, but that might take you a long

time to learn and accept about yourself because everything is set up to run the daytime right? School is set up to run in the daytime

University is set up to run in the daytime and the majority of jobs are set up to run in the daytime. So not only might take somebody with

that difference a long time to learn that the reason they're so tired is because actually they are staying up all day and all night.

And they might try and amend that behavior in themselves or try and change that way that they're meeting that need. And it's only when

they themselves and society can accept our hey, this person just needs to do half their work, you know, when the rest of us have gone

home and it will get done and we can trust it. That's just the difference that this person has then we can see when some adaptations

in need that person can have their needs met. And the same goes for things as simple as water and food as we have on here. Right, a

neurodivergent person, this is something I struggle with myself as someone with ADHD, I will forget to eat until the sensory input of

hunger is so strong that I'll eat anything basically, so that kind of trigger in people's head of maybe getting things prepared and ready

earlier on, in the day, isn't a factor and we can look up at the clock and see that we've missed lunch time completely, right? And now

we're expected to stay at our desks and not take a break before 4 PM, or whatever that time is. And we can also see how some

organisations might begin to exploit individuals. May be with hyper focus. So we might see somebody with ADHD or Autism. Contrary to

popular belief of having sort of an attention deficit, as somebody mentioned in the chat earlier, when

a topic or a piece of work, has sparked an interest somebody with ADHD, or somebody with autism, or anybody with that hyper focus

tendency might be able to sit and do an awful lot of work in quite a short period of time with no brakes. And that for some companies is

really exciting. But do we need to be watching that these people aren't then missing out on getting some of their physiological needs

met? I'm going to talk about the safety needs in the love and belonging in one package. So we talked a lot at work at the moment

about psychological safety and creating a place that is psychologically safe enough for people to disclose about their personal lives or their

emotional state or perhaps even their diagnoses and labels. So as, as employers, we can often think quite strongly about how we'd like

people to disclose and tell us as much as they possibly can, so that we can provide as much help as we possibly can. This actually goes

against the advice that most neurodivergent people will be getting from their support groups from their psychiatrist from their GP's. This is

all about not being discriminated against, and as you will come along to this webinar today, I'm sure you are not the people with the

discrimination, but maybe you can recognise that there are companies out there that would discriminate against somebody for being autistic

or having ADHD or dyslexia. They may think that that makes that person not able to do the role that they've applied for so people are

reluctant to disclose before application. And then, as we've talked about before, when people been through, such a wealth of

trauma and a lack of belonging, maybe in any situation or Community they've been in before, they're going to need a bit of time for that

psychological safety to build up. One of the best ways for us to expedite that and increase the psychological safety is to be

vulnerable as the people in charge. So if there's a power dynamic going on in your relationship with your team or older community, that

you're serving, if you are managing them, or if you're teaching them, or if you're the person that's there to provide the service then, we

can be really brave. We can be radically compassionate and go out there and say, hey, do you know what? I really struggle to make sure

that I eat lunch every day. Sometimes it gets to 6 PM and I'm starving, and that's because I'm not looking after these needs. If we

can share our own experiences about how our own brains function in a space that's not always optimum, that's not always positive,

that sometimes is something we're struggling with, we start to offer out the idea to a lot of other people that are hearing us demonstrate

that that this is a safe space to share, that I'm going through similar things, that I'm a human, and you're a human, and we're going

to go through these things together. So the more open and honest, we can be about our own experiences, the more open, and honest, other

people can feel about their own. And it also allows us to remain humble, and in an empathetic and listening space, right? If we have

kind of put out there, what we might find more difficult on the cognitive abilities graph on spikey profiles, if we talk about the

jobs that maybe we're us out during our working week, then we're starting to look more human, right? We're starting to look more whole

in our workplaces. And when beginning to dispel some of this myth that we can leave our emotions at the door, that we can leave our

personal lives, our family lives, you know, and separate them somehow, but wouldn't that be lovely? If you could pull those bits

out and put them in a box, I'm sure we all would. But actually, you can't. We're really just pretending and neurodivergent people, maybe the

most. This is when we talk about masking, and this is where we talk about people, maybe never having felt that sense of belonging before

For me, I was diagnosed with dyslexia when I was seven which quickly turned into me being a bit of a

a difficult a problem for the staff at my school. The day I got my assessment, I was put in the bottom sets for all of the classes

science and maths included, which are my favourite school. And I was told that I was educationally subnormal, were the words that were used

at the time and I am very lucky that my mum was a wonderful human and told me that actually, it just meant that my brain thought

differently and that was a fantastic thing, and not a deficit or a disorder. But actually, it wasn't long before the other students, my

peers picked up on the way that the teachers were treating me, and that led to bullying at school. It's almost a direct correlation in

the weeks following my dyslexia diagnosis that I began to be bullied because the teachers were maybe a bit put out because, oh, she's got

dyslexia and that's means that she's like, she thinks she's special, or we need to do this extra work to make sure she's catered for and

that bullying, then followed me through my school. So, when I went to University, I was really hoping things might be a bit different, but

unfortunately, by that point, I think some of the social and emotional difficulties of my ADHD that was undiagnosed at the time

they were starting to play up as they do for a lot of people around puberty and menopause. These are two of the areas, we really see the

symptoms of ADHD ramping up. So I didn't have a great time at Uni that in fact, I left because I wasn't getting on socially, although

academically I was doing great. Then I went through my 13 jobs. I won't list them all for you, and in each of those jobs I joined with

such energy and passion in fact, not just me, but also the employers thought that I might be CEO of that company by the time that I left.

But unfortunately, within about three months, I was burnt out, I was unwell, my mental health was suffering and because I have that little

tenacious voice in the back of my head, that I'm sure was born for my mum, telling me, I had a superpower and not a learning difficulty, when I

was younger, I thought, I went to occupational health, I went and had 1 to 1's with my managers. I let them see me cry when I dragged myself

and in the morning when I wasn't feeling well, nobody fought harder than me to try and find a way to stay in one of these positions but

inevitably, it wouldn't work out and I'd move on to the next place. Once I got my ADHD diagnosis, I thought that that would change when I

took that bit of paper, that diagnosis to my manager at that time said, look, I found the answer, this is what I have. They were like great,

so what now? And I didn't know either. I wasn't sure how that was managed either. And so back to Occupational Health, we went, and it

was in three months of me, getting that diagnosis I was constructively dismissed from that position as well, and that's when

I chose to start my company. So, that's where I chose to make a space where I could have my own love and belonging where I could build on

my own self esteem. And hopefully one day build into to the self-actualisation, although I think I need to go to like an ashram

in India and sit on a mountain for a while with my eyes closed, which, you know, maybe isn't in my attention span at the moment, but

who knows, what's in the future, hey? And I just knew other people felt the same as me. I knew other people get to this point where they

were battling with their self esteem, where they were just desperate for a community and a sense of belonging where they could find

purpose and fulfillment. So I started self agency in order to go put my arms around those people whose self esteem was in shreds, from what

I could see no good reason at all. Everybody has assets to be valued. Everybody has a place where they can belong and a value that they can

provide. So we're going for, I'll use the words again, the radical compassion, that means that these people can maybe have their first

place of belonging, they felt ever. And then maybe they can feel in a psychologically safe enough space to explore some of these things to,

to use that psychological safe space in order to thrive and feel fulfilled in order for our sunflowers to think, oh hey, look.

somebody's giving me the things that I need and they want my sunflower seeds as well. That's exciting, right? Valued member of

this garden.

So that's why we started the company. And again, if anybody has any tips on the self-actualisation front, I'm really open to hearing

those. Just hang on. Yeah, sorry, going backwards and forwards a little bit here. So we just want to talk briefly now about

Job carving and job crafting. So, these are what you might have

heard of before in terms of reasonable adjustments. Now,

reasonable is a debated part of that phrase at the moment. What's reasonable? Somebody pointed out to me that this is reason-able, that

this is for people who are able minded or able-bodied and that it might have some able and ableism within that. If the adaptation is

going to mean that somebody can attend work that they can fulfil some potential that they can be recognised and make a

valuable contribution, then we might just be looking at any adjustment hey, because this is a human being at the end of the day and working

hours and workflows and work processes remaining the way that they always have done is just never as important as a human being, never as

valuable to your team as what a human being can bring. So we start to look at job carving. Let's talk about that first of all. So it's top

down management driven. So that means that management have to demonstrate and to actively be involved in adapting processes and

physical workplaces. So in the team, maybe there's people that love to do the data analysis and the spreadsheets and the, the attention

to detail tasks, who really don't like to have to stand up and present in the weekly meeting. Is there a way that that role can be

split differently, so that the person that loves standing up in front of the weekly meeting, but doesn't like the spreadsheet? Like, is

there a way that we can share the workload based on people's strengths rather than based on the flow of the work? Can we base it

on the flow of people's brains? Can we give more of a task to somebody that they're finding easy and enjoyable where they're going

to be more productive, rather than taking up half of their week with one task that's on the difficult end of their cognitive abilities,

that's going to slow them down. Particularly when we see that, if we do the spiky profile of our whole team, we have all of those

cognitive abilities within the group. So that's what we look at when we're talking about job carving. We're talking about

what someone's role could physically entail and what the workflows

and processes around could be shaped like in order to best support

the people. I always like to say that the opposite to job carving is like people carving, right? Which sounds horrendous. But also we

know that trying to change a person is either impossible or much more difficult than it would ever be to change a process. Job crafting is

some of those, some of the things that people put in earlier, I noticed like about the space that you need to be in. So it's driven

by the individuals themselves. So it might be something like taking yourself to a quiet space to do certain types of work that you need

to do, it might be noise-canceling headphones, it might be going to get specialist tech in order to better perform your job. However, One

thing I would have to say, around our specialist test to tech is the most neurodivergent most neuro-diverse friendly thing that you can

do as a site-wide license, everybody can benefit from the assistive tech, and it doesn't single out those who rely on it. Everyone's going

to benefit, get a site-wide license. Make it something that people can request without having to go through Occupational Health, without

having to have a conversation about what's wrong with them, right? Everyone can benefit from site-wide licenses. That would be my one bit of

advice there. And so, we start to look at Job crafting being the things of individuals are allowed to do things that are within their

freedoms at work, to make their environment, the best possible one for them. And we can kind of see that that comes from having the

permission and the allowance from perhaps the management and the people at the top. So maybe it all comes top down, but you can start

to see that the difference between the adaptations we can make as organisations and the ones we can make as individuals. Our spiky

profiles really help us to get to grips with this as well. If anybody wanted to do their Spikey Profile, if you just Google

Spikey Profiles you'll find lots of different kind of tests, just find one that, you know, speaks to you and we can start to maybe think

about like, oh so that's why when these tasks happen, you know I'm

finding myself really stressed on those days. Maybe I just need to be

in a quieter environment, or maybe that's what I'm going to do on my day where I work from home. So we can really start to tell us things

about ourselves neurodivergent or not. It can really start to show us why our weeks go the way they go. So, thank you so much

for coming to the presentation. I think we're going to move on to some Q&A's in a minute, but it's been great and thank you for all

of your, I'm just reading through again, some of the chats here, you guys have been fantastic. So, thank you so much, and I'm going to

head back to Richard, who I think's going to do, do our Q&A for us and so let me just stop sharing this.

Hi Richard you're back again. I'm back in the room. Thank you so much, Devon, that was, that was amazing. Yeah, thank you for both education on sharing all

your personal stories. Fantastic. And then thank you to everyone in the chat for sharing the sort of bits of your

personal stories, it's fantastic. And yeah I think as you said, Devon, the more people are willing to share, the more it kind of

creates a safe space for others to do the same. And that was very evident in this in the in the webinar chat.

So, thanks for doing that. If people have questions, can you pop them, if you can, pop them in the in the Q&A section which you can

get at the bottom of your screen, and we can we can pull them up and we can we can chat about them. I know there's a couple there already

which I'll get started on. And so Kat asked, what's the best way to support an employee who is neurodivergent

(dyslexia and ADHD)? So any suggestions you'd sort of throw in there? Yeah, absolutely. So first of all, I think it's important to

say that with all all employees, but particularly neurodivergent employees, the best thing you can do is get really brave with having

what may be typically looked as the difficult conversations at work. So it's being willing to put in the time in order to provide that

psychological safe space where someone can start sharing with you.

There is also if this is already disclosed and they're kind of in

a place of exploration themselves, I'd say fundamentally the best thing that you can do with somebody that's maybe got ADHD at work

is providing that flexibility, showing them, you trust them and saying things like I'm going to allow you to work from home and come

in on your own schedule. As long as that's meeting certain parameters or, you know, you're always welcome to go and use this quiet space

within work, giving them that flexibility. But you have to give that flexibility with the trust at the same time that this person

wants to do their role and that they're going to fulfil that. So giving them, the flexibility to figure out and maybe explore what environments are

going to work best for them. But yeah, I'd look at the environment first, but I'd be interested, Richard, you've got something like,

wonderful tech that goes on here. Like, how has that helped you maybe or other people? Yeah, I mean, yeah, I mean, my not too dissimilar

story to you, Devin, I'm Dyslexic and was diagnosed probably

very, very last minute in my kind of a sort of main school education. So I was kind of doing well in some areas and failing in

others. And then I got human support initially and that basically enabled me to get my GCSE'S get A Levels and eventually that human

support to that point got me all the way into into medical school and it was actually in medical school that I started to also use Tech. And it was

that combination of tech and human support, which has helped me. For me, note-taking has been a big thing. So I really struggle to stay

focused and retain information and and that's one of the reasons we started building Caption.Ed.

To support captioning and note-taking. But other areas, for instance, I really really struggled with, which has massively hindered me in the past

is public speaking. I was unable to speak publicly for a very very long time.

I think that actually stemmed from being asked to read out loud from books in school ,and I just couldn't do it. I just couldn't read at

the pace in which to be able to talk in class and I found it pretty pretty awful and that gave me this very big complex. It was

human support that got me kind of through that and, you know, my life would be very different if I couldn't talk about 30. So I think it's

that combination of human and and and tech support really, that's that, yeah, the two complement each other. And yeah, there's lots and

lots of things out there, including In the products that CareScribe build. Yeah, absolutely. I think that human support can

allow us to get to the space where we're open to the tech support as well, right? We can start to see it not as a disorder or a deficit of

ourselves. So it's not something we're just beating ourselves apart, and saying, we need to work harder, we're just being lazy. Get on it.

Actually, we start to think. Oh well, this is just a difference my brain has, I'm amazing at some other things so let me get the

assistance in on this end. Yeah, absolutely. And we're you know, we're very lucky in this country there is there is funding available for

lots of things as well. So and I know there's been mentions of Access to Work and of course, there's the Disabled Students Allowance as

well, but there are there are methods in place to sort of help with the burden of costs. Ellen, has asked how do you deal with the

the psychological needs after the work day? So sometimes it can be draining and you use use all your energy at work and then you

finish work and get home and you feel burnt out just by what, say, neurotypicals may find a normal working day? So

there is like a dual part of this isn't there. These are obviously some tasks that you're doing within your day that are on the difficult end of

your kind of cognitive functioning. And, what you're talking about here is like physical recovery you've got to go through when you get home.

Now, I would say that you have a choice here. Is this work super meaningful to you and you want to do

anyway, even though it's draining you and making you tired? And if so, have an agreement with your employers. Look, I work really hard on these

things but it wipes me out. I need the space when I need it in order to go and relax and recover, so that you're not getting into a burnout

phase so that you've got this kind of like, right for days on three days off or whatever kind of model would work for you. So that you've

got that recovery time built-in, or you're looking at the cognitive tasks that you're doing through your day and maybe thinking, you know

what, it's just these two things that crop up maybe once a day that are absolutely draining me and maybe then there's a conversation

with the other people at work about changing how you do those tasks or changing who does those tasks. If you're finishing, and you're

feeling like, you're always burn out, you need to change something so that you can be well, right? So that you can be the most productive

and fulfilled you can be. Because it's not, you know, we run out of energy at some point, like you've put here about feeling like

you're burnt out. But some of the actual tools that I use, I use a lot of TV Comfort programs that I find emotionally regulating

weighted blanket, having a nice environment. So those are some of the things that I might use. But I would have a think about how your

working day looks. Do you need to add the factor in more recovery time? Or do you need to factor in that somebody else needs to be

doing the tasks are really burning you out.

And I think probably we got one probably got time for just one more, very quick question. Looking at the other end sort of things, it's

it says one thing I'm always, this is from Nicola, one thing I'm always Keen to advise my clients on is how to adapt that hiring

process is to attract those who are neurodivergent, do you have any examples of this that you can share? Yeah. If you've got

a brief answer that would be fantastic. Yeah, absolutely. So we provide neurodiversity training for companies, so always send them my way. I'm really

happy to talk about running any training programs for people, but what I would say in terms of recruitment is word of mouth, is always

going to be your best friend. And so, rather than getting people

maybe to focus on their recruitment process, get them focused on

having a fantastic place for neurodivergent people to work. Get them focused on this being such an attractive, place for neurodivergent

people that neurodivergent people start talking to neurodivergent people, and that those recommendations go down the line. Otherwise,

unfortunately, what ends up happening is that you have some companies who have a fantastic recruitment in L and D team, that maybe

onboard people and do their onboarding training and neurodivergent people are living in loving it. And then things go, south very quickly when

they hit their kind of day-to-day working team. And that kind of press, I mean, like, I don't name drop any of the companies that I

work from in the past but as you can hear from my experience, somebody with ADHD is unlikely to go and work for any of the

companies that I might have worked for. So the best thing you can do in order for the clients to have the best attraction to

neurodivergent people is to be a great place for neurodivergent people to work. Not just a great place to learn to be hired. It's

always about asking and opening up as well. So rather than maybe on the on the hiring process maybe rather than saying, can you

disclose, if you've got any disabilities or access needs or do which of these, do you have, tick a box, maybe just saying what's the best

way that we could get to know you in an interview. Right? And let them tell you in that way in an asset-based way. Yeah, amazing. Thanks so

much Devon. Well, we're right at the end of our sort of allotted time, I think it's time to wrap up. So I want to say a massive,

thank you to Devon for coming along and and and giving us that talk, which was, yeah enlightening I think for many people. So, thank you

so much and thank you to the huge numbers of you who joined and for interacting and participating, because that's made this and that's

what makes these things successful and you will get an email with today's recording tomorrow around midday. So I know some of you

asked, is it recorded, it is. You're going to get hold of it. So if you

joined later or anything you can, that will be there for you. There

will be a feedback link. Please share your thoughts because we're running these regularly, and it helps us to and tailor what we're

doing. And look for future topics as well. Next month's webinar is going to focus on dyslexia, and we're going to be joined

by Natalie Brooks from dyslexia in adults. So we'll give you a message about that, if you've got the time and want to join,

please do. And so, yeah, look out for the invite from us or it will be on LinkedIn from there from CareScribe. Other than that, yeah, a

massive thank you again. Thanks to everybody for joining for being so involved. Thank you to Devon for a fantastic talk and,

yeah, that's it really, that's a wrap. And so, yeah, we'll be in touch. Thank you so much everyone.