



## Embracing Intersectionality For Neuroinclusive Workplaces

### Transcript

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Hi everyone. Well, welcome to another Skill Sessions webinar. Everybody who is just joining, welcome.

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I can see that, yeah, the webinar is quickly filling up. So, yeah. It's great to have you all here

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at another Skill Sessions online webinar, lots of familiar names joining, so that's great to

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see. It means we're doing something right and lots of new faces as well, so that's fantastic.

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So as that kind of little promo video suggested, Skill Sessions is an event series that's both online and in

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person hosted by us, by CareScribe, designed to share knowledge about areas of neurodiversity and disability.

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We're here to help build and foster an inclusive community for these sorts of topics to be discussed.

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Each event is on a different topic, and we're very excited today to have Elizabeth Takyi, the neurobox Ambassador

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joining us and speaking on embracing intersectionality, a bit of a tongue-twister there, for neuroinclusive workspaces.

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Lovely to see so many here. Please use the chat. I know you already are, but yeah,

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come and tell us where you're joining from; say hello, get the conversation going.

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This is always great on these events. Also, make sure you change your Zoom setting in the chat to "all"

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so that everybody can see what you're saying. Otherwise, you're just saying hello to me and my team, which is lovely.

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But, yeah, say hi to, to everyone. But, yeah, say hi to everyone. And please keep

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posting throughout the webinar and ask questions and things as they pop into your head.

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Okey doke. So whilst people are joining, I'm going to tell you

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a little bit about CareScribe to kick us off and who we are.

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So, my name is Rich, and if you've not met me before, I'm one of the founders and directors of CareScribe.

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And if you haven't heard of us, CareScribe is an assisted technology company based in Bristol.

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Myself and my other two co-founders, Chris and Tom, we're all neurodivergent, as are many people in our team. And as a

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

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And we do this by building technology, building assistive technology. So we've got two software tools, which you may have heard of.

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The first one is CaptionEd. CaptionEd is a captioning and note-taking tool that helps people better

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comprehend and retain the huge amounts of information that's thrown at us every day in our busy lives.

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This is, of course, a tremendous value for a wide range of disabilities and neurodivergent

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profiles from those who are deaf or have hearing loss who may have difficulty

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comprehending what's being said, to those, like me, who are dyslexic, have ADHD, or

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ASD, who may have similar difficulties or find it hard to focus and retain information.

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Or even for those who have motor impairments and may find it difficult to get their thoughts down on paper quickly.

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So that's CaptionEd, our captioning and note-taking tool. And we also have a product

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called TalkType, which you might have heard of, which is our dictation software,

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which is designed to help people convert thoughts into text, something that

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a wide range of people find very challenging for a wide range of reasons.

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And if you want to find out any more about any of our assistive technology or how we support people, then

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please feel free to pop a message in the chat or in the feedback at the end, and we can set up a demo for you.

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And, of course, there's lots of information on our website at [carescribe.io](https://carescribe.io), so feel free to join that as well,

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and have a look at Google and get in touch. And right, brilliant. Again, people, welcome, welcome, as people are joining.

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I can see the numbers are rattling up. So that's fantastic. Quick bit of housekeeping before we kick things off:

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captions, they are available through Zoom and you should be able to just enable them on your own computer.

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So please feel free to do that. I mentioned questions. Feel free to use the chat continuously

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during the talk, and if you've got particularly poignant questions you want answers to.

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There's also the Q&A Section. So please pop things in that and we will – we've got a dedicated Q&A time at the end,

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so we'll get back to those questions. You can also upvote other people's questions in there,

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So if someone's asked a question you think, "Gosh, I really want the answer to that," then upvote it, and we'll try and make sure we get it answered.

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And there's no wrong questions. This is a safe place to learn. So please do. Don't hold onto your questions; get them down and we can try and answer them.

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And you'll be glad to know this session, like all our sessions, is being recorded and look out for an email from Lucy

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who will ping over the recording after the webinar. And it's also going to pop up on our CareScribe LinkedIn tomorrow.

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And so, yeah, look out for that. Final thing to mention is this is our last online Skill Sessions webinar for the year.

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Our next session is actually in person. So in November, November 7th, we're in London doing an ADHD awareness

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webinar, so please come along to that. Tickets are now live. We've got five days of early bird ticket prices available now.

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It is a paid-for event, but all funds go to the ADHD Foundation so it's raising money for a good cause.

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So please, join us in London. We'd love to see you there taking this virtual webinar into the real world.

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So yeah. We'll ping out with some invites after this, and it'll also be on LinkedIn.

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Right, well, without further ado, I think it's time to hand over to Elizabeth for her talk.

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So Elizabeth, if you're ready, you can share your screen and pop your camera on, and we can get going. So yeah. I'll hand over to Elizabeth.

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There you are. Brilliant.  
Over to you, Elizabeth.

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Hi, everyone. Thank you so much for coming to embracing intersectionality for neuroinclusive in the workplace.

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Lovely long words, but you know what? We'll get through it today. Lovely long words, but you know what? We'll get

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through it today. And when Richard was giving the introduction, you did actually mention intersectional ideas --

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a bit of a mouthful, but I've been practicing, so it should be all great.

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Thank you everyone for coming today. You will take a lot of information away and also, I'm talking from my lived experience of living with dyslexia,

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dyspraxia, dyscalculia, ADHD, recently diagnosed, and I'm also on waiting list to get

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autism assessment done. So my name is Elizabeth Takyi, and I'm a neurobox Ambassador.

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Prior to joining neurobox, I ran my own organisation, supporting dyslexics in the workplace as well as in education and as well as employment.

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And today, I'm really happy and excited to be speaking to you all about dyslexia and also neurodiversity

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and intersectionality for neuroinclusive in the workplace. So a little bit about me:

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I've got 15 years' experience, or just over, in the ND space. I've worked in colleges; I've worked with schools;

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I've worked with adults in the workplace, as well as all the other areas of SEN, where I originally started.

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Now, what got me into working within the space is, obviously, because of

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my neurodiversity diagnosis, and I really wanted to give back to community.

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So for that reason, I decided to embark on this journey. One of the most beautiful jobs I've ever

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done in my entire life is working within the ND community, and I absolutely

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love what I do. So that's a little bit about me before we actually dive into the

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webinar. So what is intersectionality? For just a minute, I'm just going to get the attendees to actually write something in the chat box -- what you think intersectionality is.

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And that will be for about maybe a minute. Now, just to say, I'll say a minute, but I do have severe dyscalculia.

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So if I do go over that minute, I've got lovely Jen, here, who's going to say, "Elizabeth, you've actually gone over time."

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So let's give ourselves a minute to write something in the chat box -- what you think intersectionality is.

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Thank you.

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OK, I think, a minute maybe up or maybe not. But, like I said, because I've got severe dyscalculia,

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I don't want to sit here for 10 minutes thinking that's a minute -- really bad with timing as well.

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So we will actually leave it there, and you can post, bringing, writing what you think it is whilst I continue with this presentation.

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So I think there's a few there. And we'll probably go back and maybe, when we finish, we'll go back and look at some of the things that people said what intersectionality might be.

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So today, I'm talking from a lived experience and how intersectionality, sort of -- I can use the word affects me in the workplace.

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And I'll be speaking on race, disability, being a black woman, and being a woman at the same time.

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So that's what the presentation will be based on today. And I speak from that because this is my lived experience.

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So everything I say here is from my lived experience and also the last seven, eight years working with adults with ND in the workplace -- neurodiversity challenges in the workplace.

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So that's what I will be speaking about today. But intersectionality, as we all know,

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obviously, can have an overlap of all different areas. For me, it will be about what I've just spoken about just now.

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Right, so what is intersectionality? So the noun, the complex -- now, words a problem for me, by the way, dyslexia,

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so even though I've got massive big words going across a lot of my presentations, I will try my best to pronounce them -- pronounce it how I see it.

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And I think it's quite authentic, actually, to have a dyslexic person with a PowerPoint with massive big words coming across the page.

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But I'd like to say that intersectionality, the complex is accumulative. That's it: I did it.

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I've been practising this for about three weeks, and I got that word.

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Elizabeth!



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Sorry, Elizabeth, I think we've lost sound at your end.  
I don't know if other people are having the same problem?

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Just a quick, yeah, looks like. Oh.

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Still struggling on the old sound.

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I'll let you know as soon as we can hear  
you again, but the moment the sound is --

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Yeah. Can you hear me?

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Oh, we've got you. You're back.

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Oh, I'm back wonderful, wonderful. Sorry about that, Richard. So I don't know if anybody  
heard what I said earlier, but I gave the example of what intersectionality is and read it.

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I hope everyone saw the PowerPoint slide at that time. So intersectionality, originally, was a  
pioneering scholar and a writer on civil rights, the name of Kimberlé Crenshaw.

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Now, the pioneering scholar and writer on civil rights, she  
actually described intersectionality as critical race theory.

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Well, she is actually a Black feminist, legal theory, and race, racism, and law. In addition to  
her position at Columbia Law School, she is a distinguished Professor of Law at the  
University of California, Los Angeles.

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Crenshaw identifies three aspects of intersectionality  
that affects the visibility of non-white women.

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And I've got three points here. So she talks about structural intersectionality, political  
intersectionality, or representational intersectionality.

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Next slide. So what is the importance of embracing it in the workplace? Now, what we normally say is that if we don't look at intersectionality as a whole, you may find employees that are actually struggling in a workplace.

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So if there are any HR managers here today or senior leaders or section managers or whoever you might be,

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it's really important that you understand your employees. And when we embrace intersectionality in the workplace, we can bring our full self to the workplace to create an inclusive workplace

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for everybody, so to speak. And there's a quote that is by Audre Lorde, and she said, "There is no such thing as single-issue struggles

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because we do not live single-issue lives." Now, I've got layers of other things that will be intersectionality in the workplace.

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So, for example, there is no such single issue. So I've got dyslexia, dyspraxia, dyscalculia, ADHD, I'm a Black woman.

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I'm a woman and then Black, and, obviously, a single parent with all the other layers that go with it.

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Now, when I'm coming to work, those things don't stay at home: they come with me.

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And, obviously, if I've got a line manager who may not

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see me as, one day, being very jolly doing my work and, next day, it's like, "Actually, I'm really struggling with my ADHD today,"

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or I'm maybe struggling with my dyspraxia or whatever it might be at the time.

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So this quote really resonated with me when we actually found this. And I thought it was a really good quote to actually put up as we deliver this webinar.

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So I'm going to talk to you a little bit about me and my intersectionality and my identity.

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Next slide. So like I said earlier, before, this is Elizabeth, with all the other layers that I bring with me to work.

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One of the most beautiful things at the moment is to be working for an organisation where I can be myself, and that is neurobox.

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Now, in the past, I've worked in organisations where I've probably hidden some of these things. Can't hide my complexion, can't hide being a female.

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But one thing I can hide is all the others that go with it and trying my best to actually fit in.

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And that has brought some huge challenges in the past, in the sense that I never wanted to be found out.

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I didn't want to mention I've got dyslexia. I didn't want people to know that I can't add up or tell the time if I'm running late to a meeting: all these things were a huge impact

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for me in the workplace. So how it's really benefitted me is by, obviously, as an individual working for neurobox

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has been something that they embrace at work. And I'm hoping that HR managers or my senior managers or anyone who's actually joined us today would understand the different

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levels of intersectionality or what people might have or might be going through. And, hopefully, this webinar would give you some tips, top tips to take away with you.

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So my lived experience and the struggles I've had with neurodiversity and all the other challenges -- and I'm just going to go to that slide, so bear with me, please.

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One second, just trying to navigate this as well can be a bit of a challenge.

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So my lived experience and a struggle -- so BAME cultural perspective, overcoming stigma. Now, I would actually say that for me it's more B and E rather than BAME.

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And that's another topic for another day completely. And there are stigmas, there are challenges both from this, let's say, for example outside of work and in work.

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And I'll also be covering the difference in all the challenges I've been going through, the lack of support that it may be for me, as an individual, and some of the people I've supported in the past.

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And sometimes you find that when you come together with people with neurodiversity, particularly from the B and E or the BME group, you'll find that we're all singing from the same hymn book.

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So people might talk about their challenges with financial issues or not being able to afford certain assessments or not be able to culturally speak about the defences that they have.

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And, obviously, that can have a huge challenge on them when they're performing at work. So I will be covering

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the difference, lack of support, lack of neurodiversity understanding, and the awareness. Sometimes I'll go somewhere, and I'll be speaking to people --

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it could be a networking event, it could be where I've gone to give a speech or talk, rather -- and somebody might come up to me and say, "Well, actually, what is neurodiversity?"

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I know it's a new buzzing word, and it's been a word that is quite fancy. But sometimes I will break it down and explain what neurodiversity is in a nutshell.

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I'll also be covering financial issues, where not everybody can afford an assessment. And I know that today we're covering -- we're talking about intersectionality in the workplace.

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So some workplaces may be able to -- for the workplace needs assessment. But on individual people, it might be a struggle for them to be able to do that.

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Next slide, please. Thank you. So I always go about the story so far. So you see the young lady in that image there.

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She's on her own; she's the middle of nowhere; she's got a rucksack on her back, and she's alone and that's sometimes that's how I feel --

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-- that I feel like no one else gets me. I also feel like I'm on my own and I also feel like, "Listen, why am I doing this by myself?"

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In the past, it's felt like that. And, in fact, sometimes it can actually still be the same.

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And I think it's really important that I share my lived experience story with the individuals here today, to tell them about where I started from, how it all became, and how where we are today.

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So this is me, Elizabeth. Some of you may have already attended some of my talks. You probably found me on LinkedIn.

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I do SEN and talk about dyslexia and neurodiversity. And I've been doing this for the last seven years.

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So you probably see a lot of my work all over the social media and internet and everything. And that's because I'm passionate to make a change,

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really passionate to make a change for people who are struggling with neurodiversity and disability and also other long-term health conditions.

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So I give you a little bit of a background. So I was born in the UK.

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When I was two, my parents took me to Ghana, to West Africa, and primary school was a challenge for me. And that will be another webinar session completely.

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We won't go into details about my growing up with dyslexia back in Africa, but I can touch up on it that no one, teachers, or even my parents, knew what dyslexia was at the time.

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So I'd always struggle in the education system. It was really tough for me. I was always bunking off school.

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I was distracted in class and so forth. Now in Africa, when I was in Ghana, when I was going to primary school, if you went achieving and you got something

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like, if you did a test or something or an exam and you got it wrong you will be caned.

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And if anybody who's joined me here is from, Nigeria or Ghana or any of

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those African countries, you know what I'm talking about. So it became a bit of a trauma for me.

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But fast forward, I came to the UK when I was 12 and went into secondary school, and when I knew that I wouldn't get punished for not being able to read, write, and spell,

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suddenly it was like, actually, I can do what I want here; I don't have to learn if I don't want to.

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That had a huge impact on me, leaving secondary school with very little qualifications was a bit of a challenge.

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So how dyslexia was found or diagnosed, shall I say, was when I decided to, change my life around.

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By this time, I'd had two children. And, in 2004, I decided to embark on a new journey with learning.

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So I remember going to -- not South Thames College -- South Bank University and walking into the foyer of the administration

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admissions department, and I remember saying to the admissions lady that was sitting there that, "I'm here to learn."

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And she actually said to me, "Well, what do you want to learn?"  
I didn't have a clue what I wanted to learn, to be honest.

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But there was space on a human resource management degree,  
and I said, "I'll do that." So when I joined the class,

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I didn't know how I had dyslexia at the time, so I was really  
struggling. And I remember my university lecturer saying to me that,

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"Do you think you've got dyslexia?" And I was so much in denial,  
I didn't want to accept that there could be anything like that.

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But in the end, I had to go for the assessment.  
And this is where the dyslexia was picked up.

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And ever since I was diagnosed with dyslexia at university, I  
then -- my wings were so wide that I could fly like an eagle.

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And I just wanted to say anyone here,  
if you're embarking on an education

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or anything like that, and you think you might  
have dyslexia, but you're not too sure, I'll

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definitely advise you to go to your student services  
department and get the support that you can get.

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So that's where dyslexia was diagnosed in 2004. I then left

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college, graduated and moved on into the working environment.  
Now, this is where a lot of the challenges happened.

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Because I was so much in denial and didn't want to accept  
dyslexia, I was really struggling in the workplace.

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And I remember the first job I ever got, and I will actually mention the company's name, I was actually working for the Metropolitan Police Service in the HR department.

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And, when I first got the job, I did not disclose dyslexia. And I'm not proud of that

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because I was really worried about being stigmatised or what were people's perception of me.

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So I didn't disclose it. As a result, I really struggled in the workplace. And, in the end, out of shame and embarrassment, I actually left the company because I didn't disclose it.

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So disclosure in itself is a completely different topic. So at some point, perhaps, we might do some sort of sessions on that because it is a different topic completely.

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And as a result, because I didn't disclose, I really struggled in the workplace. So I left that and then I decided to go into education.

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So I went and did my PGCE, and, from there, I met a young girl who also had dyslexia. And I think a penny dropped for me when I was teaching

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in West Thames College and it was like, actually, I wonder what's going to happen to this young girl when she finishes her course, go into the real world,

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Would she get the same challenges that I had when I was at the Met Police?

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So a penny dropped and I decided to set up the company a year later and A2i Dyslexia was founded, and we've helped so many people over the years.

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So I'm going to now speak to you -- the next slide, please, Jen. So I'm going to now speak to you about the highs and lows of living with all the conditions that I've mentioned.

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Now, I say condition, some people say learning difference; some people say learning style.

00:25:17.834 --> 00:25:30.235



But, for me, all -- everything you see on there, which is dyslexia, dyspraxia, dyscalculia, ADHD, visual stress, anxiety, and also being a Black neurodivergent woman

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has had a huge impact on me in every area of my life. So dyslexia will be -- and it's not just the reading, writing, spelling, it's everything else that goes with it.

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Sometimes I get really anxious that I'm not able to do a certain thing. I get frustrated that I can't read certain texts,

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and then, the anxiety kind of sets in. Many people that have met me face to face will say, "Actually, Liz, you don't seem like somebody that would worry about things like that." But it

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does become a bit of a stumbling block, especially when you're not able to pronounce certain words or you're not able to say certain things. Or sometimes part of my dyslexia will be,

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I'm speaking; I forget what I'm supposed to say. So I have to stop, think, and carry on.

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Or sometimes I might speak really fast because I want to get everything in, and then people don't understand what I'm trying to say.

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So some of the highs have been -- I mean, one of my highest moments has been like, obviously, running A2i Dyslexia and supporting many people that needed help.

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That's one of the most great achievement that, for me, has been really great for me.

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Now, statistically, if you look at it on paper, everything I've spoken about like, drop out of school, playing truancy, not being able to focus in class, and being a troublemaker, so to speak -- and I'm not proud of any of that.

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That was when I was young. On paper, I really wouldn't have become far as far as I've come.

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But what's really helped me is to be able to embrace all these different conditions and be able to go for the help I needed and, obviously, with the assisted tech

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and workplace needs assessment, I've managed to really, excel in my career.

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Thank you. So I mean, I did mention some of the lows, and going back to that slide, some of the lows have been, obviously, the mental health aspect of it,

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the worrying, the not being able to do it, all the things that go with depression and things like that, and I've had all that.

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I've gone through all that. And sometimes, you know, I say to people that if you really find that you're really struggling, please do seek help.

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So if there are any HR managers here today and somebody comes in and said, "Look, I've got dyslexia and I'm really struggling and I've got anxiety and all sorts of things."

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One of the things I would recommend is have a safe space for them to be able to speak to you about their challenges.

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Thank you. So when we talk about intersectionality, Kimberlé Crenshaw also gives an example of that.

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There are overlapping identities, and what she says is, "Without frames that allow us to see how social problems impact all the members of a targeted group,

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many will fall through cracks of our movement --" You see how I'm stumbling there? "-- left to suffer in virtual isolation. But it doesn't have to be that way."

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Now I can tell you that, statistically, the prison inmates or prison statistics is that at least 40 to 50% of prison inmates have got dyslexia.

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And when we talk about falling through the cracks, it's getting the help and support you need at the time.

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And I do have stats and some of the stats are like, 4% of people using Jobs Centre Plus

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have got severe dyslexia. And, obviously, if they don't get the help they need, then, obviously, they can't excel in the workplace.

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Three things to keep in mind in terms of intersectionality and all the other things that go with it,

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ethnicity, gender, age, sexuality, disability, culture, class, and religion – now, I can actually say that everything I've mentioned here, I can identify with.

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And some of these things could be a real challenge for me in the workplace if we don't embed

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intersectionality into our policies and all the other things that we do. So three things to keep in mind: social identity categories overlap.

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And number two is these categories, particularly minorities, relate to the systems and structures of power and discrimination. Now, I want to give you a little example of that.

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There's a young girl that I used to mentor when I was running my organisation, and she was working for a

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very large organisation, and she went to her line manager and actually said to her that she's got dyslexia.

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She was a young black girl and it was actually dismissed in the sense that her line manager didn't understand where she was coming from.

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She also have English as a second language. So I think when she came to me, she did say to me that her manager was saying, "Is it because,

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maybe, you know, English is your second language? That's why you're struggling to do the task I've given you or the role that you have, or is it because you have dyslexia?"

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And I just want to bring to everyone who's here,

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I want to bring to your attention that it doesn't matter where -- what your background is. So if you've got, a second language, for example, you can still have dyslexia

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and still -- not being able to perform in your work because of -- it's not -- it doesn't matter.

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It's not because you can't speak English, that's why you're struggling. I think that's the example I want to give.

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So no matter what your background is, you can still have dyslexia and still struggle, and it's got nothing to do with the fact that, you know, English is not your first language.

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I thought I'd make that very clear. And some categories -- some categories accrue more privileges than others.

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So when I give the example of the young lady that I was mentoring, she did actually say to me -- and I used the word, maybe, I'll just say, for example, we say that the appetite known as for error.

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So Sarah was a white middle-class girl who's also got dyslexia, but there was more favourable going towards Sarah than there was for this young lady.

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And she just said, "I don't know why I can't get the help I need or the support I need."

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And that's why I want to actually bring to the attention of everyone here today is that there is a lot of racism in that setting, in the sense that Sarah can get the help she needs,

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but the other lady can't. And I just want HR managers to be quite mindful of things like that, and it can really have a huge impact on the individual.

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So I want to give you top tips for embracing intersectionality in your workplace. And the first one is not one size fits for all.

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And we all know that not one size fits for all.

So I may have -- I've got Jen with me here today.

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For example, I've got dyslexia, but let's say Jennifer on the other side -- or let's just call the person another name.

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Let's say Stacey may have dyslexia. Our dyslexia would never be the same.

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So Stacey might be able to give you that 15,000-word report. I may not be able to do that.

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Now, I've often heard that in the workplace or I've had the experience of people speaking to me and said, "Well, actually, if she can do it and you've both got dyslexia, I don't understand why you can't."

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I just want to say that everybody's dyslexia is different. We're a diversity, ADHD, autism, whatever it might be, it affects us all in different ways.

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One of my strengths is that I can't put words on paper, and if I can, sometimes, it's mumbo jumbo, but one thing I can say to you is if you put me in front of 10 million people like I can give you a talk;

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I can give you a presentation of what I want to say. But I don't have so much confidence when it comes to writing.

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It doesn't mean I can't read my emails, I can. But that's when maybe workplace needs assessment comes into it, and I get

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all the assistive technology to be able to correct my word and the wording and everything else that I'm trying to do.

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So it's about taking a holistic approach and person-centred approach so that everyone has space to be their authentic self.

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Thank you. And then we'll talk about encouraging a safe space for employees, so they can bring their whole authentic self to work.

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There are some really challenging words in here, isn't it? But we'll get there. I promise you.

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And that's really important that we embrace the differences of the individual and what their challenges are.

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And the PowerPoint presentation I've shared earlier, Elizabeth, with all her different labels, so to speak,

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and just to say to our attendees, I actually -- the labels that I have, which is dyslexia, dyscalculia, dyspraxia, and all the other labels I have,

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I actually take pride in that. And not everybody takes pride in things like that. But for me it's a real privilege to be able to know that I can say to somebody in the workplace,

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"I've got dyslexia and I need help." And that makes me feel liberated if I'm able to say that.

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I just want to say that for the second slide, which is embracing a safe space for employees to bring the whole authentic stuff to work,

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senior management can be involved in encouraging them to share stories and lived experience of their overlapping identities.

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Create a safe environment for employees to feel comfortable and confident to voice experiences and challenges. That's really important.

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Of course, we talk about collaboration and that's really important. Some organisations may have employee resource groups or they're also known as staff network

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to encourage people to work collaborate -- there you go, massive word. I love it when I -- sometimes it becomes a bit chaotic when I can't use a certain word.

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I'm going to try this word out: collaboratively. That's right, got it.

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Right. And it's really great for people to work together and bring all the different, skills, knowledge, and talents that they can bring to the table.

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And if there is any DNI managers in this webinar today, it's really important that we encourage different diverse groups to come

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together and bring all their skills and talent, so we can have a better work force and we can have a great productivity in the workplace.

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And you can do this by having members that may be part of different groups and different network.

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Lots of organisations are now embarking on employee resource groups and if anyone's here and they haven't even thought of that,

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might be really good idea, perhaps, after today, to try and speak to your team and see if anybody is interested in setting up ERG.

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So the third point I want to say is hiring practices. And it's really, really important that when we're hiring, we're doing incorporating

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intersectionality into your hiring process, which will allow you to attract people with different experiences and knowledge.

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Also taking a look at your hiring practice: does your policy and practices incorporate and embrace intersectionality?

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That's something that -- it's good to take away. Also providing you hiring manager with inclusive recruitment training

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so that they can embed all these things into hiring practices.

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Just going to take a quick water, sorry everyone.

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Now, I can confidently say this. The whole

five points you see on this slide is me.

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Now, I can confidently say this fight, the whole 5 points you see on this slide is me.

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So when we're hiding somebody, for example, and they've got to dyslexia or they've got all the other ND conditions,

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it's really important that you look at their skill set and you look at the strength they can bring to the company.

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Many years ago, the word dyslexia -- people will literally look at you, and they have their own perception of what dyslexia might be.

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But now that we're all speaking about neurodiversity and all the other conditions, it's really great for us to look at the bigger picture and see what different employees can bring to the table.

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And one, the first point I want to say is, for example, I'm going to use me as an example.

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So I make connections that others don't see. And that's a great talent to have in any organisation.

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So I cut through the noise and see the bigger picture. So sometimes there might be a problem, an issue at work, and

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somebody might think, how do we actually solve this problem? And they're tapping away thinking, how do we actually solve this problem?

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And you got good old Elizabeth standing in the background going, "It's actually that simple. Why don't you do it this way?"

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And every employer would want to have somebody who can see the bigger picture. So communication is -- communicate complex subjects through storytelling.

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I do lots and lots of public speaking. I do talks; I do webinars; I do a podcast; I've done live shows in the

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past. And we are great storytellers. And if anybody here have got dyslexia would probably agree with me on that.

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Not every dyslexic person is probably confident in speaking in public, but they will have their own strengths to bring to the table.

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We are, as dyslexic people, problem solvers in different ways and we're bringing new ideas to the table.

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Now, when I say that, I want to sort of look back and look at our great entrepreneurs that have got dyslexia or in the entertainment industry, for example.

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So we're looking at actors or actresses, some of our politicians who might have dyslexia, and all the other people

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that may have dyslexia, but they'll bring strengths into the workplace and all the other neurodiversity conditions that they may have.

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An example I can think of is maybe somebody like the actress Whoopi Goldberg, one of the great actresses, actress who put on

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our television, and no matter what mood you're in, she can actually make you smile and improve our mental well-being if I can say that.

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And then we look at our Richard Branson, Jamie Oliver, all the other people that may have

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dyslexia and have done great work. I mean, I did some research and the founder of IKEA

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have got dyslexia. We all shop in IKEA. I'm sure we've all been walked through the door and see the great stuff they can do.

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So, when we're hiring, we're looking at the bigger picture of what the individual can bring to the table.

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And the list and example of dyslexic people, I could be here forever telling you what the list of strengths that can bring to the table.

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So build support and empower team, people, and organisation. Lovely.

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So this brings me to the end of my presentation or, if I can say, the webinar. I want to say thank you to everyone who attended the session today.

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If you've got questions, and I'm sure we'll have lots of questions in the chat,

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I may not have the answers for you. But if I don't know the answer, I'm sure we will find out the answer for you. And on that note,

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I'd like to hand back to Richard, and say thank you, everybody, for joining us today for this very amazing and a very important topic,

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which is intersectionality in the workplace and how we can all build a newer inclusive workplace. It's very important.

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Thank you, everybody, for joining us this afternoon. And I'll hand over to Richard now. Thank you.

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Thanks so much, Elizabeth. That was fantastic and, yeah, enlightening. And we've got lots of comments in the chat that are popping up.

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So, yeah, thanks. Thank you so much. And thanks to everyone for participating in the chat as Elizabeth was talking. And please ask your questions. And so, ideally,

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if you can pop them in the QA section that would be brilliant. But if not, the chat's fine and we can -- and my team can pick them up and pop them in the Q&A.

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Hopefully, you can see the chat as well as, Elizabeth, because you're getting lots of great feedback.

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But, yeah. I think one of the best things, we've seen over both this webinar and previous webinars is just that talking about your personal experience, how many people can share in that, in that openness,

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really, just kind of drives more conversations. So, yeah. Thank you for sharing, and thank you for everyone else for doing exactly the same.

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And so I'm just going to -- if I can -- pull open the Q&A section, but keep your questions coming.

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So yeah. Good comment -- actually, a couple of good comments from Catty Hall, here.

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One is around, it's just worth -- because I think it might spare a bit of -- some conversation is around NHS waiting lists for assessments, such as ADHD and autism being around

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three years. And also, the sort of negative stigma that's associated with private assessments, which I think is -- I know there was a thing in that was in the

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BBC not too long ago, a couple of months ago, right, about ADHD assessments, and this really drove kind of a negative connotation towards those.

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But yeah. And then, on top of that, if you go privately, there is sometimes some difficulties transferring

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care and treatment across from private to NHS. But Elizabeth, I don't know if you've kind of experienced any of that in your kind of work

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and that sort of, I guess, disconnect between private and public healthcare systems -- obviously cost difference, some stigma associated with the private

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And difficulties.

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I mean, yeah, in terms of, the workplace needs assessment, obviously, you if somebody is in a workplace and they identify themselves as having a

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neurodiverse condition, the first thing I would advise is to speak to your line manager and then that triggers off -- triggers down to your HR manager.

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So in terms of the workplace, we can get the support we need. But sometimes when somebody's want -- just like the question -- whoever's asked that question, it is very expensive.

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And the waiting list -- I mean, at the moment, I'm on the waiting list to go and get my autism because I just

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don't know. I want to get my autism assessment done because I know the role overlaps, and I've been on that

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waiting list since 2019. And I've been told that it could take longer than that.

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Some people decide to go private, but it's a cost thing, and not everybody can afford that, for example.

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for example. So in terms of the workplace, you speak to your line manager, speak to HR, and then it will be up to them to go and get you the right support that you need.

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Privately, yes, I did watch that. BBC program. And it can be very pricey.

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Yeah.

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Thanks. Thank you for that, Elizabeth. And there's another question here which says, "As well as making reasonable adjustments, and how can we promote all the benefits?"

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Definitely.

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So I guess that's, I think that ties into the conversation around the -- there's just so many benefits to

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being neurodivergent. It really isn't a negative thing.

But yeah. How about promoting those benefits within work?

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I mean, one thing I will say is that, when I -- in the workplace, when I was working for myself as well as when I'm --

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I think I used the example of when I was working for myself as the founder of A2i Dyslexia,

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access to work was a great place for reasonable adjustment. And it was really great to be able to get a support worker to help me with my work

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that I was doing in terms of, if you're not self-employed and you work for an organisation,

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Some of the benefits are assisted technology. Some of them, as you know, speaking to your line manager and actually being

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open about that particular condition that you might have. And I also think it's really important that employers would have

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for example, "We are a neuroinclusive organisation." For example, some companies at the bottom of the email, they'll

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have, "We are a disability-confident company," things like that encourage people to come forward and speak about all

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their different challenges that they may be going through. There is stigma, and there is stigma across all the communities. But I will

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say so much from the community I'm from, there is a huge stigma, and there's a lot of myths around ND conditions.

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I can't speak generally, but I know that some people that I've worked with in the past, there are so many different myths that go around, as well as people's perception of what

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ADHD or dyslexia might be. Yeah.

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Absolutely. I'd add, as well -- I mean, I know there's lots of department and business leaders on this call. And I certainly find,

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as a leader in CareScribe, and I'm sure, some of the team that's on the call, the more

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we, as leaders, can talk openly about the problems and the struggles that we have

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and the diagnoses we have and how that impacts us and we benefit from them but also have difficulties, the more that opens up the conversation for others.

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So I think, leading by example there as well and being open to encourage others in the organisation to do the same is really important.

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A couple more questions coming in. "What kind of educational material can one share with one's HR department to help educate re neurodiversity and specifically dyslexia?"

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So is there any educational tools that we can share within HR departments to help educate them?

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When you say educational tools, it's a little bit tricky. And the reason why I say it's tricky is because the individual person have had a workplace needs assessment,

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which would -- obviously, their report would tell them what they need. So, for example, for me, one of the tools I need to be able to perform really well in my work is DragonDictate

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and Text for -- is it Text for Help? I can never say the right word. And all the other assisted tech that I use to be able to support me in the workplace.

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So I wouldn't be able to say this specific assisted tech will help everybody because everybody's ND condition is different.

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So it's up to the individual's report. And when the workplace needs assessment does all the assessment and everything, it will be tailor-made for the individual person.

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So there isn't a generic educational tools that can help the individual person.

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Yeah. So it's about – obviously, dyslexia and all the other ND, everybody's

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story and journey is completely different. So that's when the PowerPoint -- when I said not one size fits for all.

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So it's about engaging with the workplace needs assessor, reading a report, find out what help they need and tailor-made for them as an individual

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rather than -- there is no generic for everybody. For example, I've got my dyslexia glasses.

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And when I'm really struggling to read -- and I can actually put it on now -- well, some people carry their overlay with them.

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When they are out at work, some people have the overlay on the computer. I prefer glasses. I don't want to be walking

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around with different papers because I've got -- I think, with my ADHD, I'll lose everything and also dyspraxia.

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I'm not that organised in that way. So blue works for me; it may not work for Stacey.

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Stacey might be a pink colour background or George in the office might be a green colour background.

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So it works differently for everybody.

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Yeah, absolutely, couldn't agree more. Thank you, Elizabeth. And question here from Emma,

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"What would you say are the main challenges -- sorry -- what would you say were the main challenges being a neurodivergent black woman CEO?"

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Oh, wow. OK. Being a neuro, Black -- sorry, even get the word trust twisted now. So being a neurodivergent woman CEO -- wow. Challenges:

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there were huge challenges. Working for myself, I could actually be me and carry on being me, but what some of the challenges were, for example, when you are a CEO of an organisation

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Lots of words, and that's part of my dyslexia. Just to say, Richard, part of my dyslexia is words and trying to remember what these words are.

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Some of the challenges would have been, obviously, you are the CEO, so you're overlooking the whole of the organisation.

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And memory, retention, and trying to remember all the things that needed to be done.

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And when I was working for myself, I had an amazing, great team. So I was out there doing what I was doing to grow the business in terms of income generation.

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And all the other people in the different teams brought their skills and talent to be able to support the organisation to grow.

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So some of the challenges were trying to keep on top of everything, to be honest with you, and having dyslexia.

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And also, I think it's really important I mention this, one of the challenges was to be able to hear someone's story which resonates with you,

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but then they don't know where to go for help. They've come to you, but they don't know what else to do next.



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And in terms of financial, they can't afford to be able to, for example, go for an assessment.

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That took a huge toll of me, to be able to know that I can't help somebody and to be able to unlock their full potential because of financial situation or the struggles they may have.

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And hearing their story that resonates with you, it's a bit traumatic sometimes. And then you hear their story of their lived experience and

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it really resonates with you, but looking at myself as, actually, I'm all right because I've got the help I need, but they can't have the help they need.

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That was one of the most -- biggest challenges for me. Yeah, because they can't afford the services

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or because they're afraid of being find out -- found out rather -- or because they don't want no one to know that they've got dyslexia.

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That was quite challenging moments for me. Yeah.

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Thank you for sharing. That's fantastic. And yeah, really useful for people to hear. Lots of questions keep flooding in, so we'll try and get for as many as we can.

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But if we don't get to anyone, just to say, we can share them, amongst ourselves and get back afterwards.

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A question here, which I think is a really important one and touches on something you said before,

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"How have you found access to work in relation to providing appropriate and relevant equipment, assistive technology and software?"

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I have felt sometimes that decisions have been made about the support that I need based on preconceptions of what someone would dyslexia needs rather than my specific needs."

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Yeah, yeah. And I agree with you on that, Richard. Yeah. I mean, sometimes, I've even had people say to me, "Oh, are you struggling because you can't read and write?"

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And I'm like, "That's not even the issue for today. Today's remembering where I am, who I am, and what I'm supposed to be doing." You know?

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So some of the challenges, trying to kind of make sure that everything is OK for you to be able to thrive in a workplace.

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But going back to when I used to work for myself or with A2i Dyslexia, because we have such a

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great team, such an amazing people who would -- the team would just pick up from where you are and

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continue to do what you're not able to. And we all know that we all have our strengths

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and we all have our weaknesses, and my weaknesses are just, somebody else had the strength

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for that, so they can continue to do that. So you are right, Richard, and sometimes the perception is that, "Oh, we've all got dyslexia, so we're all the same."

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No, it isn't.

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We all have our different challenges. Like, for example, I might be able to write a great report or something that's quite vital at work.

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I'll be able to do that today. But tomorrow, if my boss came up to me and said, "Oh, Liz,

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that report you wrote, can you give me another, like -- I don't know -- 500 words report?"

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I probably wouldn't be to do that. And it's sometimes like,

"Well, you did it yesterday. Why can't you do it today?"

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I don't know what the answer is to that. And you know, you might find this in a workplace, and it doesn't mean that the person's lazy or they're making it up or whatever.

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It's just that particular day, they're going through challenges and they're not able to perform.

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Doesn't mean they're not going to do the work; they might want to come back and pick up from that from another time and be able to move on to do something else

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for that day. Yeah.

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Absolutely. I mean, yeah, just to speak to that. I'm dyslexic; my brother's dyslexic.

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We both work together in CareScribe. We've had the same upbringing; we're genetically very

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similar. He can do things that I really struggle with and vice versa related to dyslexia.

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We've got very different lived experiences, and that kind of nature versus nurture it's "What's the difference?"

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But yeah, massive differences. And he needs tools that I don't need and I need tools that he doesn't need.

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Yeah, there isn't one size fits all, for sure.

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Exactly. Exactly. Yeah.

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I'll probably, yeah -- I probably got time for another couple of questions. So I've got a couple here.

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So there's one which is, "At what point do you accept that the industry you're in is having a detrimental effect on your health

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and it's time to leave and look for a more neurodivergent friendly profession?

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Eg colleagues in higher education are struggling due to lack of reasonable adjustments and excessive workloads."

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That was a lot of questions in one for me. So, simplify it for me, please, Richard, so in other words...

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Basically, I guess, when is the time to look for a different profession versus ask for help

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in a scenario where you don't feel supported and it's starting to have an effect on your health at work?

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To be honest with you, I just want to say that if you find that you're -- and I'm not

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going to speak; I'm not going to generalise what I'm about to say, but I'm going to speak from my lived experience, for example.

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If you're in a workplace or when I was in a workplace and found that I was really, really struggling, nobody was giving me the help I needed,

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I was quick to quit if I can use that word. I'll be like, I pick up my bag and that it. I'm going.

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But I wouldn't really say that was the best way to do it because sometimes the best thing to do is to speak to your line manager and say that, "What help can I get?"

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Neurodiversity's a buzzing word for the last, I don't know, maybe 10 years, 15 years.

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So, you know, it's great to go to your line manager, and say, "I'm really struggling," and try and see if they can support you.

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Now, when is it enough to say, "I don't want to do this anymore, I'm quitting"? Our mental wellbeing is so important.

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It's so important to know that, actually, "This is really affecting my health, and I'm not able to perform in my role."

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And at this point, to be honest with you, you should still be speaking to your line manager. And I know not all line managers get it.

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Some of them just think, "Well listen, I've got stats to meet. I've got this quota to meet, and I need it sorted out."

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But I would say you have to look at yourself and think, "Actually, my mental health is really

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important for me." And I wouldn't -- I don't know the answer to that. That would have to be up to the individual

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whether they say, "Actually, even though I'm really struggling, do I continue or do I look for a profession that will be dyslexic friendly or neurodiversity friendly organisation?"

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And now that we're working from home, some of us can work from home, it's

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even better to maybe even suggest, "Look, because I struggle with noise and the phones

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are ringing and people are talking in the office, I can't do the open plan office.

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Is it all right if I do three days at work, two days at work maybe, and three days in the office?"

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"Is it OK if I work from home because I'm struggling to focus in the office?" And I know that during pandemic and even now that we can work from home, it's really improved my mental health.

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And I enjoy my work a lot more because I don't have to be where there's so much noise going on or,

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perhaps, where I'm really struggling to concentrate or focus. So that might be an option to ask if you can do hybrid work.

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Yeah.

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Absolutely, oh that's really helpful. And yeah, and if you don't ask, you never know.

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Exactly.

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Brilliant. Well, I'm just looking at the time and I think probably we'll need to put a stop to more questions.

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That doesn't mean don't ask them. That means they -- we'll get back to the other ones,

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the rest of the questions offline, and we'll ping you our responses. So feel free

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to keep asking questions and we'll get back. But thank you everybody who's asked questions, everybody who's

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put messages in the chat: both of the positive

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affirmations and also the sharing lived experiences and all of that.

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It's been great and what that's kind of what

makes these webinars, I think, so valuable.

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So, thank you for that and for coming along and joining us. Big thank you to Elizabeth and for sharing --

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-- you can see from the messages and the chat how valuable everybody's found that, and I found it incredibly interesting to listen to.

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So thanks so much. And just to say that everybody is going to get a CPD certificate. So, as you leave, there's a survey link. If you complete that survey, that's really helpful.

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We'll also send you a CPD certificate afterwards, so you've got that and along with -- that will be the recording for those of you who are after a recording.

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And as I mentioned, we host these events for free and pretty regularly.

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And we would love to hear your thoughts and recommendations and requests for

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future topics and speakers because it just helps us basically make sure

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these webinars are serving the community that we're trying to try to build.

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And so yeah, please do give feedback, and tell us what you like, what you don't like, what you'd like to see next time.

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And just to remind you, there's that next session, not online, but in person: November 7th

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in London come along and the last one was up in the north in Manchester and it was fantastic.

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We were there for the day. We had

a great day. Please come and join us.

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It's on ADHD awareness. It's going to be fantastic.

We'll send out some information about that.

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Hopefully, we'll see lots of you there.

And that's it. We're out of time.

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So yeah. Thanks again to both

Elizabeth and everybody who's joined.

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Thanks for participating and hopefully we'll either see you in person in London next month or we'll see you back online in the new year.

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Brill. That's a wrap.

Thanks, everybody.