



NEURODIVERSITY AND MENTAL HEALTH

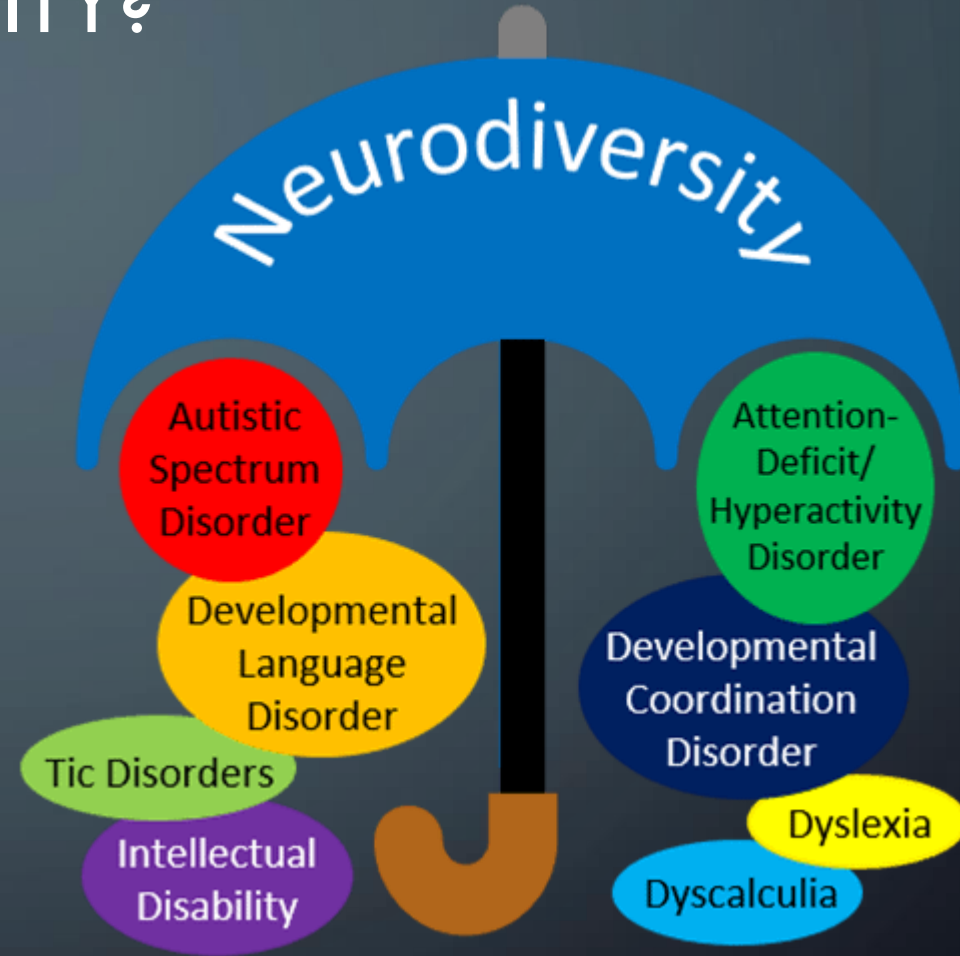
NIKI WILSON

WHAT IS MENTAL HEALTH

- The World Health Organisation (WHO) defines mental health as 'a state of wellbeing in which the individual realises his or her abilities, can cope with the normal stresses of life, work productively and fruitfully, and is able to make a contribution to his or her community'.

WHAT IS NEURODIVERSITY?

- Neurodiversity is a concept where **neurological differences** are to be **recognized and respected** as any other human variation.



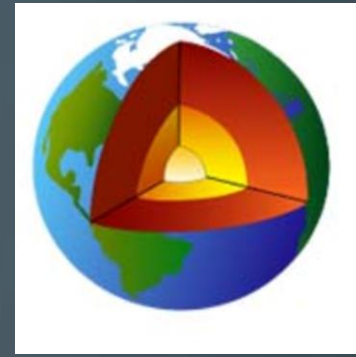
FIGHT, FLIGHT, FREEZE



Lizard Brain	Mammal Brain	Human Brain
Brain stem & cerebelum	Limbic System	Neocortex
Fight or flight	Emotions, memories, habits	Language, abstract thought, imagination, consciousness
Autopilot	Decisions	Reasons, rationalizes



METACOGNITIVE STRATEGIES



- Meta-cognitive Strategies

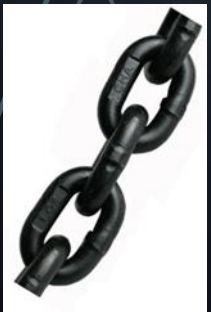
Teaching specific strategies to set goals, monitor and evaluate their own learning.

- Self-regulation refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning.

These strategies involve being aware of one's strengths and weaknesses as a learner, such as by developing self-assessment skills, and being able to set and monitor goals.

- It is possible to support pupils' work too much, so that they do not learn to monitor and manage their own learning but come to rely on the prompts and support from the teacher.

Metacognition is like an internal guide...you do it all the time!



BLANK LEVELS

- Children's understanding of questions follows a developmental sequence.
- Basic questions require an understanding of concrete information.
- More complex questions need an understanding of increasingly abstract information and require skills such as inference, prediction, sequencing and theory of mind.

It is vital to judge whether the child has offered:

- a suitable sort of answer even if it is not fully correct
- a misguided or irrelevant attempt
- no answer

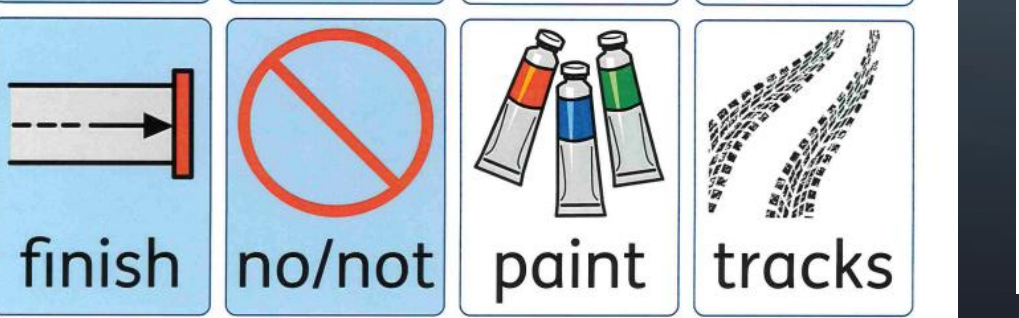
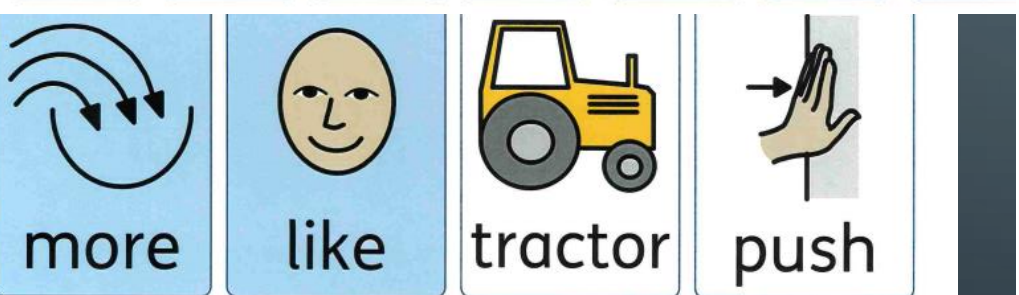
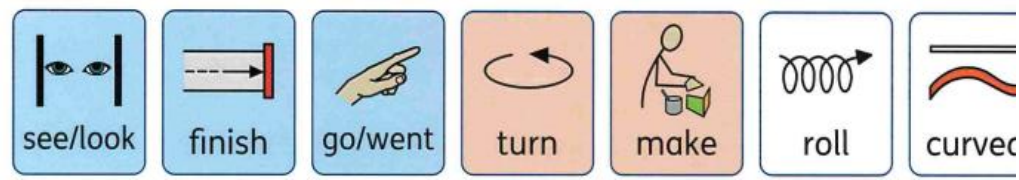
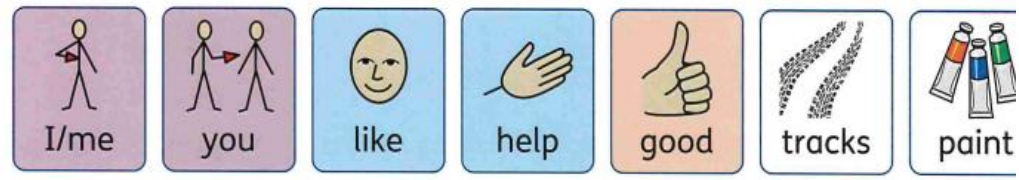
By thinking along these lines, it is much more likely that the adult can use play and other resources to develop the child's understanding.

SO HOW CAN THIS BE DONE?

- Tasks can be differentiated through the levels of questioning
- More difficult (abstract) questions can be simplified
- Key words sheet, colour coordinated words
- Focus on what it is that you want them to DO as opposed to the language they may not know e.g kind hands
- Images with corresponding text
- Aided Language Displays



LOW LEVEL THINKING SKILLS				HIGH LEVEL THINKING SKILLS							
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation						
Recall / Regurgitate facts without understanding. Exhibits previously learned material by reciting facts, terms, basic concepts and answers.	To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.	To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.	To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.	To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.						
Key words: Choose Observe Show Copy Omit Spell Define Quote State Duplicate Read Tell Field Recall Trace How Recte What Identify Recognise When Label Record Where List Relate Which Locate Remember Who Match Repeat Why Reproduce Write Name select	Key words: Ask Extend Outline Cite Generalise Predict Classify Give exam Purpose Compare Relate Build Illustrate Rephrase How Recte What Identify Recognise When Label Record Where List Relate Which Locate Remember Who Match Repeat Why Reproduce Write Name select	Key words: Act Employ Practice Administer Experiment Relate Apply with Represent Associate Group Select Build Identify Show Calculate Illustrate Simulate Categorise Interpret Solve Choose interview Summarise Classify Link Teach Connect Make use of Transfer Construct Manipulate Translate Correlation Model Use Demonstrate Organise Develop Perform Dramatise Plan	Key words: Analyse Examine Appraise Evaluate Find Rank Function Reason Breakdown Group Relationships Categorise Highlight Cause and effect In-depth discussion Infer Investigate Research Classify Inspect Select Differences Interview Separate Discover Isolate Similar to List Simplify Dissect Motive Survey Distinction Take part in Order Test for Divide Organise Theme Establish Comparing	Key words: Adapt Estimate Plan Agree Agree Add to Question Build Change Formulate Propose Happen Happen Reframe Combine Hypothesise Rewrite Compile Imagine Rewrite Compose Improve Simplify Construct Invention Solve Convert Integrate Speculate Create Invent Substitute Delete Make up Suppose Grade Grade Rule on Infer Infer Convince know? Support Criteria Importance Test Make up Suppose Maximise Tabulate Minimise Test Debate Influence Devise Model Theorise Discover Modify Think Discuss Discuss Original Transform Elaborate Originate Visualise	Key words: Disprove Measure Dispute Opinion Argue Perceive Assess Estimate Award Evaluate Bad Explain Choose Give reasons Good Good Recommend How do we Select Infer know? Support Criteria Importance Test Debate Influence Decide Interpret Value Deduct Judge Why Defend Justify Determine Mark						
Actions: Describing Finding Identifying Listing Locating Naming Recognising Retrieving	Outcomes: Definition Fact Label List Quiz Reproduction Test Workbook Worksheet	Actions: Classifying Comparing Exemplifying Explaining Inferring Interpreting Paraphrasing Summarising	Outcomes: Collection Examples Explanation List Outline Show and tell Summary	Actions: Carrying out Executing Implementing Using	Outcomes: Demonstration Diary Illustrations Interview Journal Performance Presentation Sculpture Simulation	Actions: Attributing Deconstructing Integrating Organising Outlining Structuring	Outcomes: Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey	Actions: Constructing Devising Inventing Making Planning Producing	Outcomes: Advertisement Film Media product New game Painting Plan Project Song Story	Actions: Attributing Checking Chart Checklist Deconstructing Integrating Graph Outlining Report Spread sheet Survey	Outcomes: Advertisement Film Media product New game Painting Plan Project Song Story
Questions: Can you list three...? Can you recall...? How did... happen? How is...? How would you describe...? How would you explain...? When did...? When did... happen? Where is...? Which one...? Who was...? Who were the main...? Why did...?	Questions: Can you explain what is happening... what is meant...? How would you classify the type of...? How would you compare.../contrast...? How is...? How would you rephrase the meaning...? How would you summarise...? What can you say about...? What facts or ideas show...? What is the main idea of...? Which is the best answer...? Which statements support...? Will you state or interpret in your own words...?	Questions: How would you use...? What examples can you find to...? How would you solve... using what you have learned...? How would you organise... to show...? How would you show your understanding of...? What approach would you use to...? How would you apply what you learned to develop...? What other way would you plan to...? What would result if...? Can you make use of the facts to...? What elements would you choose to change...? What facts would you select to show...? What questions would you ask in an interview with...?	Questions: What are the parts or features of...? How is... related to...? Why do you think...? What is the theme...? What motive is there...? Can you list the parts...? What inference can you make...? What conclusions can you draw...? How would you classify...? How would you categorise...? Can you identify the difference parts...? What evidence can you find...? What is the relationship between...? Can you make a distinction between...? What is the function of...? What ideas justify...?	Questions: What changes would you make to solve...? How would you improve...? What would happen if...? Can you elaborate on the reason...? Can you propose an alternative...? Can you invent...? How would you adapt... to create a different...? How could you change (modify) the plot (plan)...? What could be done to minimise (maximise)...? What new would you design...? Suppose you could... what would you do...? How would you test...? Can you formulate a theory for...? Can you predict the outcome...? How would you estimate the results for...? What facts can you compile...? Can you construct a model that would change...? Can you think of an original way for the...?	Questions: Do you agree with the actions/outcomes...? What is your opinion of...? How would you prove/disprove...? Can you assess the value/importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you rate the...? What would you cite to defend the actions...? How would you evaluate...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritise...? What judgements would you make about...? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...? What data was used to make the conclusion...?						



On a Wednesday I will be working with Niki in the therapy room.

I can choose to use anything in the room to use.

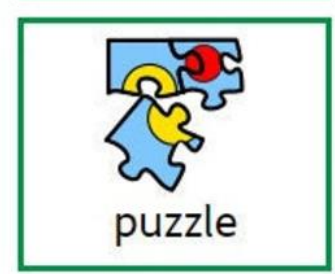
My time in the room is private. This means that unless I am not safe, Niki does not say what I did in my session. I can choose to tell who I want, but Niki cannot. After my time with Niki I will go back to class. I will see Niki every Wednesday.



iPad



story



puzzle



dressing up



I want



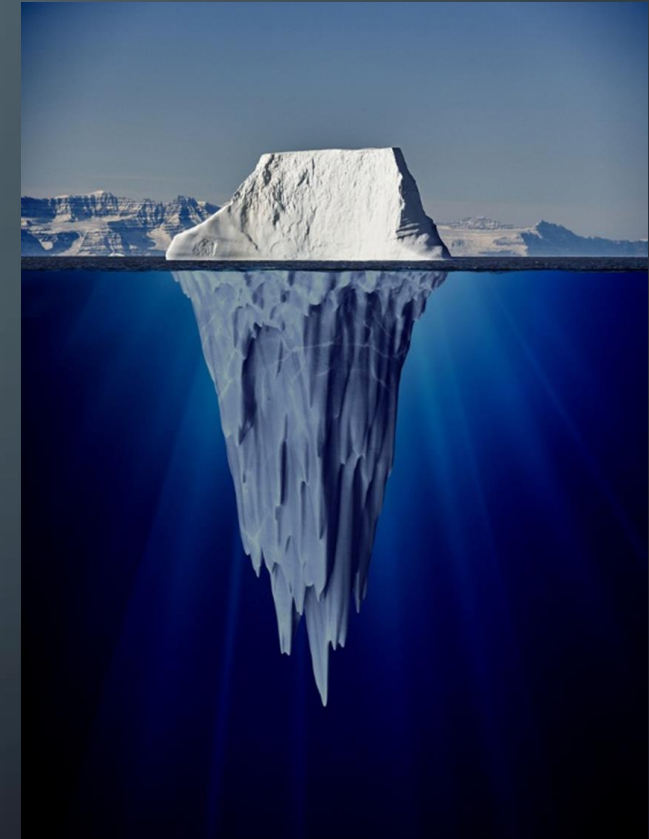
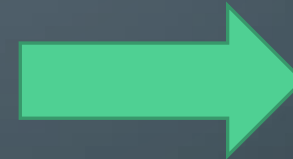
What am I going to do today?

First Next Then

Then Last

ACTIVITY – COMMUNICATION

[HTTPS://WWW.ONLINE-STOPWATCH.COM/COUNTDOWN-TIMER/](https://www.online-stopwatch.com/countdown-timer/)



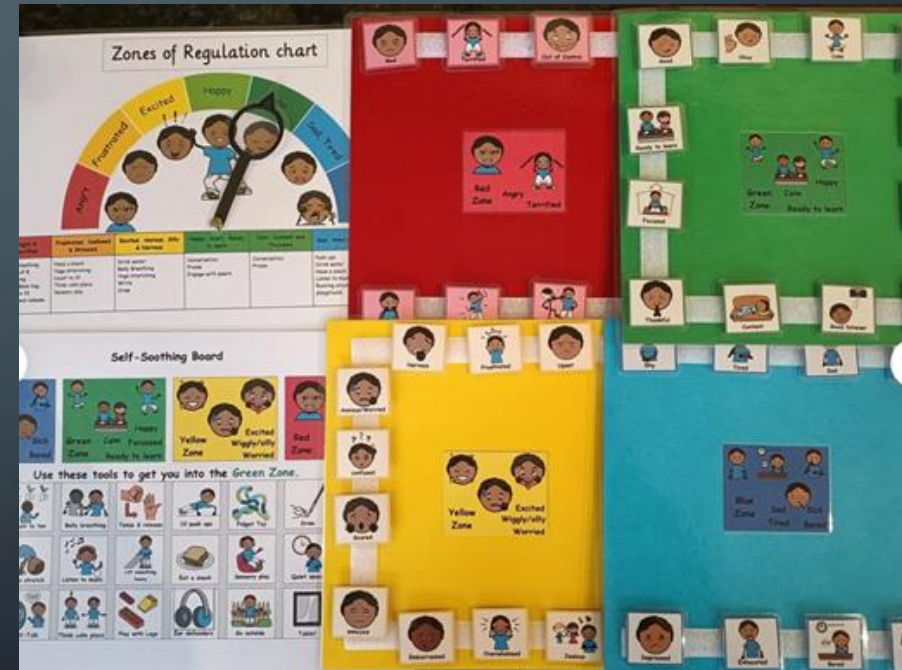
EMOTIONS

Social stories

Labelling the child's emotions and others

Zones of Regulation - all the zones are ok

Theory of Intelligence



<https://www.autism.org.uk/what-we-do/campaign/public-understanding/too-much-information>

SENSORY PROCESSING – OVER AND UNDER RESPONSIVE



PROPRIOCEPTIVE AND VESTIBULAR SUPPORT

- Allow some time in the morning or sensory breaks throughout the day where it is quiet to allow sensory time to process
- Chewlery
- Sensory and sorting trays
- Trampoline or gym balls
- Turn lights off in the class for periods of time
- Black out tent or quiet room
- Allow processing time –
- Leaving lesson 5 mins earlier to miss the busy transition points
- No bright colours as many ASC and ADHD can be photophobic

SOME MORE IDEAS! ISOMETRIC EXERCISES

- Lifting up seat
 - Wall push ups
 - Bridge the gap!
 - Oral – blow football, balloons, bubbles, blowing patterns in water, sucking water through a straw
 - Weighted 'snakes', brushing or blankets, deep pressure on hands, head, arms or shoulders
 - Body socks, seat cushions
-
- Vestibular sensation comes from movements that involve twisting, spinning, rocking, turning upside down, or moving fast. Proprioception is our internal knowledge of where our body parts are

MASKING

- Over the past few years, scientists have discovered that many women on the spectrum 'camouflage' the signs of their autism. This masking may explain at least in part why three to four times as many boys as girls are diagnosed with the condition.
- It might also account for why girls diagnosed young tend to show severe traits, and highly intelligent girls are often diagnosed late. (Men on the spectrum also camouflage, researchers have found, but not as commonly as women.)
- Monotropism – be gentle!

WHAT DOES HE DO?

- clicks their fingers and rubs their thumb against his palm (to hide the need for stimming)
- is always moving some part of his body (frequently feet or toes)
- can make inappropriate comments which are meant as jokes (especially to people he has just met)
- is a gaming nerd and knows everything about every game ever made by PS
- has OCD (Obsessive Compulsive Disorder), and anxiety
- can be very anxious when given too much information in too short a time
- noise sensitive, especially with the hoover!
- struggles with unexpected change
- gets tired easily because of the strain of masking
- a multitude of others!

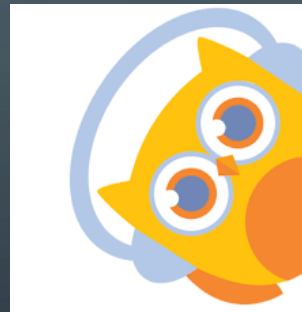
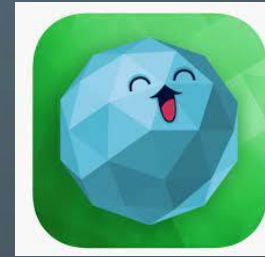
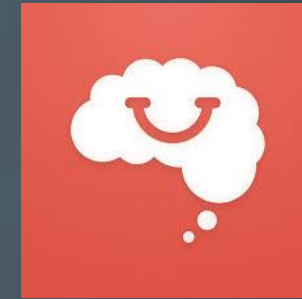
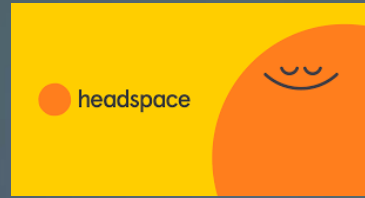
- Masking:
- Consciously deciding to suppress stimming
- Instinctive mimicry of others
- Learning how to look as if making eye contact
- Lets not teach social skills with acceptance to all - conversation is a two way thing. ASC to ASC, vs NT to NT, vs NT vs ASC

Compensation

- Copying peers in how they dress, talk, use gesture etc
- Implicit learning from social experiences.
- **GIRLS V BOYS** → = masking=survival
- **Consequences**

MINDFULNESS

- Blood pressure impact
- Calms the nervous system
- Grounding
- Supports processing



The image features a dark blue background with white, stylized circuit board traces in the corners. These traces consist of straight lines of varying lengths and angles, ending in small white circles, resembling a network or data flow diagram. The traces are located in the top-left, top-right, bottom-left, and bottom-right corners.

QUESTIONS?