

Neurodiversity & Mentoring

Thursday, September 21st, 2023



**COLLABORATIVE
MENTORING** 
WEBINAR SERIES

AGENDA

1. Welcome & Introductions

2. Audience Polls

3. Tips for Engagement

4. Presentation

5. Audience Q&A

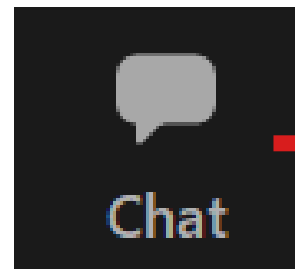
6. Resources

7. Closing

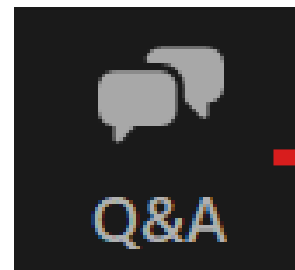
Tips for Engagement

Webinar Buddies!

1. Post on the [JamBoard](#) your name & email.
2. Find someone who doesn't have a sticky note next to theirs. Put yours next to it!
3. Follow up with one another in a couple weeks to see how they've been using this knowledge!



- Introduce yourself!
- Talk with one another
- Share resources
- Respond to presenters



- Ask the presenters questions
- Upvote questions you'd like to see answered

FACILITATORS



Dr. Jeffrey Kranzler, LCSW-C



Renee Angelo-Mauk, SHRM-CP, PMQ

Language & Concepts Level-set

- **DISABILITY:** a person who has a physical or mental impairment that substantially limits one or more major life activities
 - Visible, nonapparent, dynamic, intellectual, mental/health conditions, learning
- **ACCOMODATION:** modifications or adjustments that enable an equitable experience for an individual with a disability
 - Physical changes, accessible/assistive technology, accessible communications, policy enhancements
- **ABLEISM:** the discrimination and bias against disabled people and the ways society is structured to favor abled people. based on the belief that typical abilities are superior and is rooted in the false narrative that people with disabilities cannot contribute or should be fixed.

Person First

- Person with a disability
- Person who is blind

Some prefer person-first language, which is centering the person as the focus.

Identity First

- A disabled person
- An autistic person

Others prefer identity-first language and prefer to center disability as one of the important elements of their identity.

Medical Model Understanding of Disability



The problem is
the disabled person

So you see
it's the barriers
within society that
disables you



Social Model Understanding of Disability



The problem is the barriers within society

- PHYSICAL AND ENVIRONMENTAL BARRIERS
- INSTITUTIONAL & ORGANISATIONAL BARRIERS
- INFORMATION & COMMUNICATION BARRIERS
- ATTITUDINAL BARRIERS

Judy Singer's Neurodiversity

I. Odd People In: The birth of community amongst people on the Autistic Spectrum

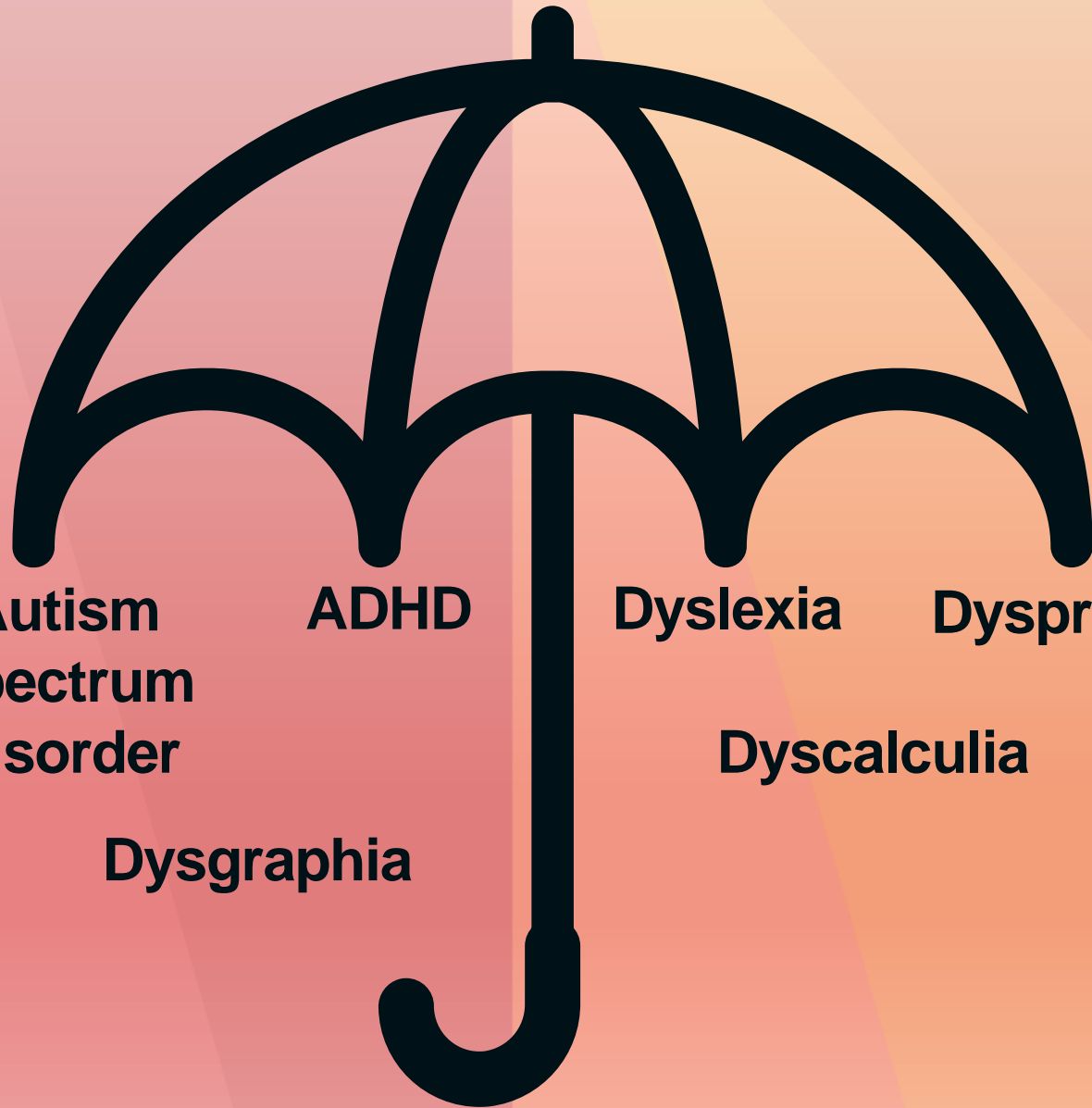
A personal exploration of a new social movement based on neurological diversity

- Her personal experience in autistic advocacy after her daughter and mother's (& her own suspected) autism diagnosis)
- Observations of emerging online autistic movement / cousins
- Suggesting Neurodiversity as a category for intersectional analysis



Neurodiversity:

the concept that differences in brain functioning within the human population are normal and that brain functioning that is not neurotypical should not be stigmatized



Autism
Spectrum
Disorder

ADHD

Dysgraphia

Dyslexia

Dyscalculia

Dyspraxia





Learning Check!

Attention Deficit Hyperactivity Disorder



Hyperactive



Inattentive



Combined

Autism Spectrum Disorder

Level 1: Requires Support

Level 2: Requires Substantial Support

Level 3: Requires Very Substantial Support

Persistent deficits in social communication and social interaction across multiple contexts:

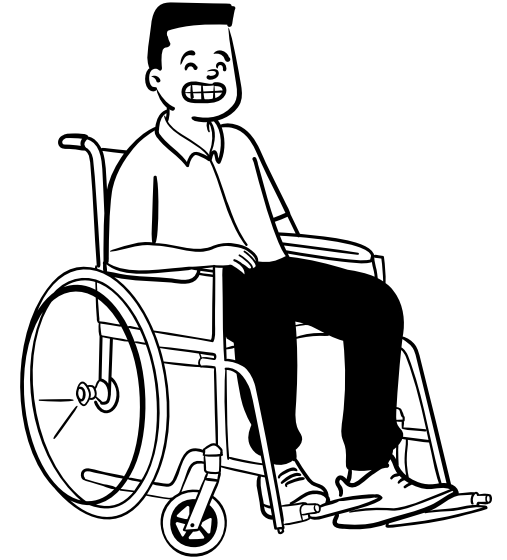
- Social-emotional reciprocity (i.e. from abnormal social approach and failure of normal back-and-forth conversation)
- Nonverbal behaviors used for communication (such as abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions)
- Developing, maintaining, and understanding relationships (i.e. difficulties adjusting behavior to suit various social contexts)

Restricted, repetitive patterns of behavior, interests, or activities:

- Stereotyped or repetitive motor movements, use of objects, or speech
- Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior
- Highly restricted, fixated interests that are abnormal in intensity or focus
- Hypo- or hyperreactivity to sensory input or unusual interest in sensory aspects of the environment

Considerations for Neurodivergent Youth in Your Program

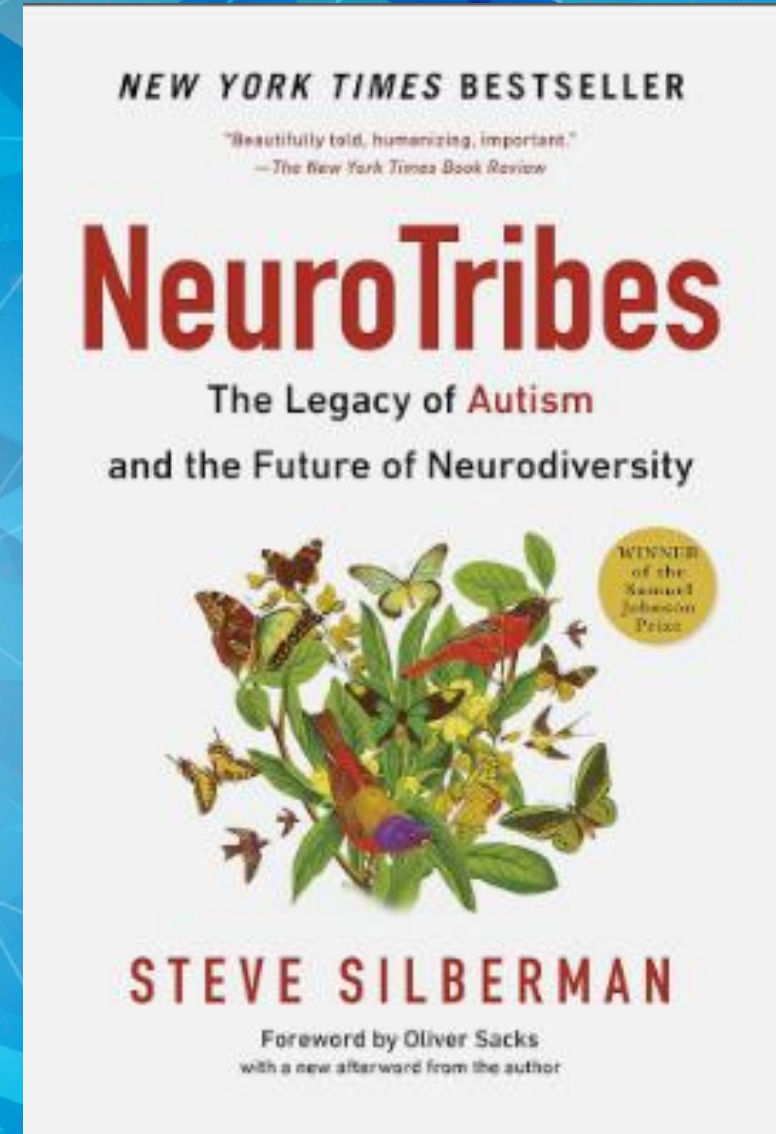
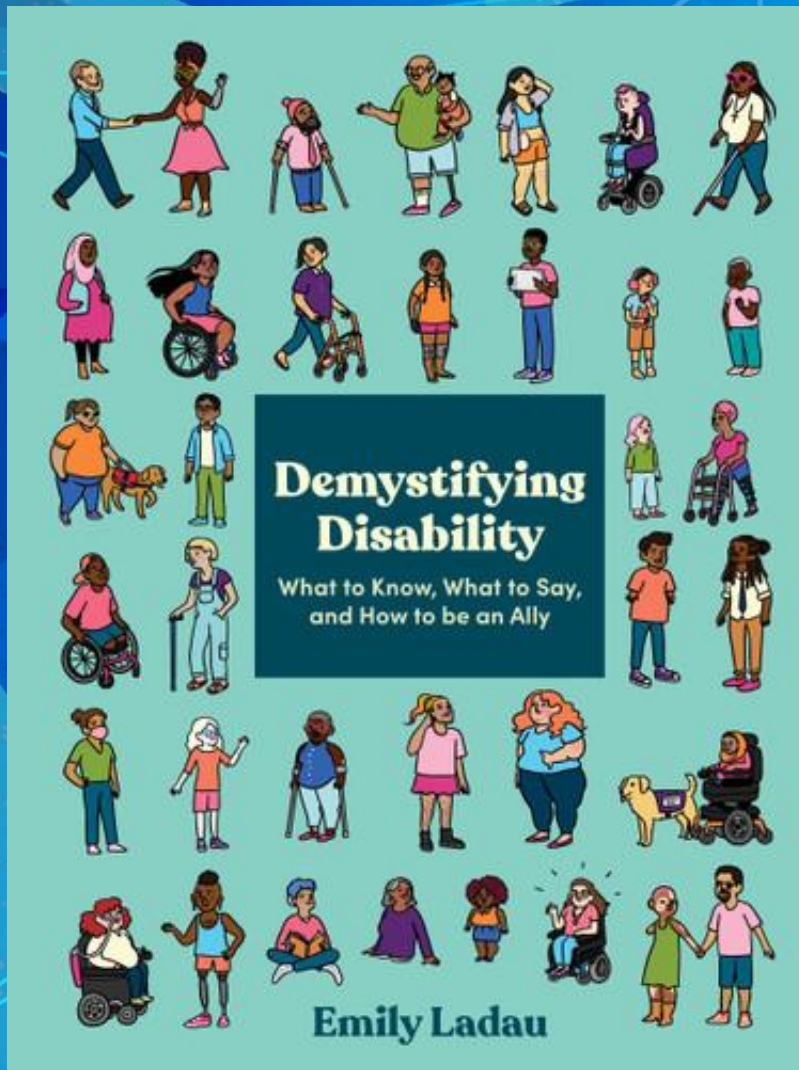
- Get to really know your kids, and their families
- Attunement in adult/youth relationships in your program
- Collaborate with other adults in the village
- Flexibility in program structure and how goals are reached
- Staff training on child development and neurodiversity
- Ensure reward and disciplinary strategies don't favor neurotypical kids or work against neurodiverse participants
- Make space for kids to be who they are and for that to be okay
- Encourage collaboration, connection, and understanding between neurotypical and neurodiverse young people



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RECOMMEND READING



Questions?



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Additional Resources

Contact Us

Email us with any feedback or questions at collaborativewebinarseries@mentoring.org!

Affiliates

MENTOR Affiliates can support with training, resources, public awareness and advocacy. [Find your local affiliate here.](#)

Mentoring Connector

Recruit mentors by submitting your program to the [Mentoring Connector](#).

National Mentoring Resource Center

Check out the [OJJDP National Mentoring Resource Center](#) to access evidence-based mentoring resources and to apply for no-cost training and technical assistance

Remember!

- Please take **3-4 minutes to complete the anonymous survey** to let us know how we did!
- In a few days, you will receive an email with information on how to download the **slides, recording, and resources** on the CMWS webpage on MENTOR's website.
- **Connect with your webinar buddy!** Check in with them in a couple weeks to see how they've used the information from today's webinar.

Join Us Next Month!

Empowering Youth Advocacy: Navigating the Civic
Landscape

October 19th, 2023
1PM – 2:30PM EST