

The Eleven Principles Of Neurodiversity Inclusion

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Removing barriers &
empowering neurodivergence

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About the author

Mark Charlesworth has a formal diagnosis of ADHD, Autism Spectrum Condition (Aspergers), Frontal Lobe Epilepsy and also PTSD, and these conditions present struggles but also provide strengths too, one of which is problem solving and with this he supports individuals and organisations in solving their neurodiverse difficulties. He enjoys portrait photography too, and loves coastal walks on the Northumbrian coast where he lives.

The eleven principles came about after supporting organisations and realising that many did not know which way to turn using the social model of disability. This inspired Mark to write a model to assist with the neuro inclusion across all organisation types, sizes and sectors.



Introduction

You may be aware of neurodivergent conditions, but many people and organisations are unsure of what steps need to be taken in-order to be and continue to be neurodivergent inclusive. Without making the necessary steps forward, this leaves good intentions stalled at the door, leaving it open to discrimination, whether it by direct or indirect from otherwise well meaning people.

For this very important reason I have pieced together an inclusion model that puts you on a principled footing by giving a framework and direction to ensure the inclusion of neurodivergent stakeholders in multiple contexts relevant to your organisation and sector.

Cont...

Introduction

(Continued)

Each easy to follow and implement step which is actioned means you are ever closer to full inclusion of neurodivergent stakeholders, and further away from staff turnover as well as legal disputes that many organisations find themselves in such as disability employment tribunals or perhaps customers that commence a collective legal action. The neurodiversity inclusion model is designed to be used in full and as worded, but you will need to mould and adapt to your needs, but always remember to include the original intention and context within your adaptation. Once you adhere to all the eleven principles of neurodiversity inclusion you can then truly declare that you are fully inclusive of all neurodivergent stakeholders, whether that be customers, passengers, colleagues, applicants or those served by the public sector, of all ages and for all reasons.



Employment rate disparity

The employment rate disparity is very high for neurodiverse working age adults, being approximately 20% employed, and this inclusion model helps to reduce that disparity, and is the motivation for Mark Charlesworth and Neuro Tide's work including here in this model and principles and also across what we do.

Neurodivergent people are in the lowest employed group as per the Commons Library 'Disabled people and employment' document 7540.

[https://
researchbriefings.files.parliament.uk/
documents/CBP-7540/CBP-7540.pdf](https://researchbriefings.files.parliament.uk/documents/CBP-7540/CBP-7540.pdf)

Models of disability

The United Nations introduced the concept that a person is not disabled by their condition but rather society and its application of procedures, policies and practices, and this concept is known as the Social Model Of Disability.

The onus is not on the individual with a condition, but actually shifts responsibility onto society, being organisations across all sectors and types to ensure adjustments are made to ensure no detriment is suffered by a person with a disability.

Whereas in the traditional Medical Model Of Disability the focus is on a diagnosis and treatment, therefore it is the responsibility of the individual to 'get better' and so wrongly pushes the idea that there is something wrong with them, which of course has a negative impact on their wellbeing, as well as widening the exclusion gaps. Cont...

Models of disability

(Continued)

It must be recognised however that whilst a person may be clinically disabled, society and organisations do have a responsibility to ensure that a person is not excluded purely by a lack of easy to action reasonable adjustments, particularly in equality legislation and human rights obligations.

I personally do not put at fault society for the impairments that I experience such as working memory because of my ADHD, nor do I see society is at fault for my epilepsy. However, where society has a control of outcome then that is where I focus my attention in these neurodiversity inclusion principles. These impairments are not correlated to my intelligence and this causes difficulties too.

My particular epilepsy has no known trigger of seizures, other than stress and anxiety, so when an organisation causes psychological distress contrary to my Autism Spectrum Condition and an epileptic seizure is triggered, it is here that
Cont...

Models of disability

(Continued)

if they made adjustments then I would have not have likely experienced the psychological stress at that moment, and a seizure triggered.

Whilst the natural presentation of the conditions are not the fault of the organisation, the detriment of psychological distress is, and here I come back to the purpose of The Equality Act 2010. If you fail to make adjustments for those who need them to ensure equal opportunity and without detriment, then what is the purpose of The Equality Act 2010? The purpose of the Equality Act 2010 is to ensure reasonable adjustments are made as well as positive discrimination where suitable, for those with a protected characteristic. So therefore a lack of reasonable adjustments and treating everybody the same is a discriminatory act by its pure nature.

The Eleven Principles Of Neurodiversity Inclusion

- 1 Committed actionable obligation to neurodiversity inclusion
- 2 Whole person view of all neurodivergent stakeholders
- 3 Recognition of neurodiverse talents, skills and strengths
- 4 All neurodiverse talent to have the opportunity to access all positions at all levels
- 5 Demonstrated engagement with continuous learning for and of neurodiverse stakeholders
- 6 Everybody's own individual 100% recognised in administration and application of reward and recognition systems
- 7 Neurodiverse stakeholders to have channels of communication suitable to their needs, giving a 360° view of the organisation
- 8 Shared accountability across the whole organisation for all principles of neurodiverse inclusion
- 9 Neurodiversity inclusion to be aligned within the organisational culture, processes, policies, practices, values and mission
- 10 Cooperative and neurodiverse inclusive approach in relation to conflict and friction resolution
- 11 Demonstrated commitment to the neurodivergent community local and in view of the organisation, and beyond



Neurodivergent conditions

ADHD / ADD Attention Deficit Hyperactivity Disorder

Defined by inattention, disorganisation, and / or hyperactivity, impulsivity affecting 3 million people.

Autism Spectrum Disorder / Condition

Defined by difficulties in social communication and interaction across multiple contexts. 650K presentations across the UK.

Dyspraxia

Defined by an impairment in ability to perform deliberate movements, not caused by defect in sensory or motor functions. Also effects the memory, focus, speech, planning and completing. 4 Million presentations in the UK.

Dysgraphia

Defined by an inability to write correctly because of difficulties with the writing process. A minimum of 3 million people have dyspraxia Cont...

Neurodivergent conditions

(Continued)

Dyslexia

Defined by an impairment in the ability to read either numbers, letters or both. 6 Million people across the UK have dyslexia.

Dyscalculia

Defined by an impairment in the ability to do arithmetic but can read and understand numbers and letters. Affects part of the arithmetic process or understanding. Over 3 million people across the UK have dyscalculia.

Other Related Conditions

It is very common to have multiple neurodivergent conditions and this combination can cause difficulties too for the neurodivergent.

Whilst not neurodivergent conditions, the following are statistically more likely with those with one or multiple neurodivergent conditions:

Epilepsy, Tic Disorders, PTSD, Depression, Stress

What Does The Equality Act 2010 Say

The Equality Act 2010 s.20 places a legal duty on organisations to make reasonable adjustments for disabled persons when the organisation knows or ought to know that a stakeholder has a disability.

As per s.21 a failure to remove the detriment means there is potential for a claim of discrimination, so it is imperative that you give opportunities for colleagues and other stakeholders to tell you about their neurodiversity so that you can make the adjustments and satisfy your legal duty not to discriminate.

Cont...

What Does The Equality Act 2010 Say (Continued)

Not all neurodivergent stakeholders are comfortable with the term disability, but as per s.6 if the condition is long-term and has a significant effect then for the purposes of The Equality Act 2010 they are disabled and protected in law. Further, as per Schedule 1 (5), where a disabled person is receiving treatment including medication, the person's impairment is to be treated as having a substantial adverse affect , if it were not for the medication.

For example, where a person is taking anti-convulsant medication to prevent epileptic seizures, and if that medication was to be withdrawn, they would experience seizures, then your organisation must treat that person as though they were not on medication, even though they are. Cont...

What Does The Equality Act 2010 Say (Continued)

The Equality Act 2010 empowers and permits your organisation to ask a person if they require reasonable adjustments for a condition that they may have, but it depends on your approach and the trust between the stakeholder and organisation as to whether an answer, and to what detail, is given.

In regards to recruitment S.60 (3) states that an organisation does not contravene a relevant disability provision merely by asking about an applicant's health, but the organisation's conduct in reliance on information given in response may be a contravention of a relevant disability provision.

Cont...

What Does The Equality Act 2010 Say

(Continued)

This is also true when asking about a colleagues health. How can you make reasonable adjustments if you don't ask the question? To avoid singling stakeholders out, ask everybody during appraisals, as well as asking other stakeholders on a regular basis. To be neurodivergent inclusive you need to explore each stakeholders condition and how it effects them so that you make appropriate reasonable adjustments and therefore be inclusive. Be aware that other legislation may be relevant for the very specific situation, but

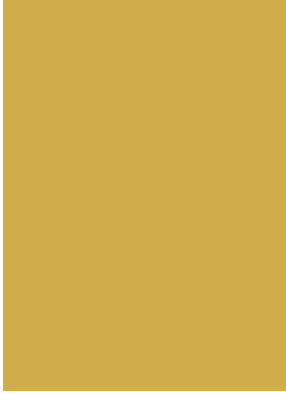
The Human Rights Act and also The Equality Act 2010 are superior pieces of legislation meaning other legislation including case law is subordinate to both these specific acts at the time of writing. Cont...

Neurodivergent inclusive pledge

Suggested

We (Organisation name) recognise that neurodiversity has many strengths, but with each condition there are difficulties experienced each day in a neurotypical world by neurodivergent people. We (Organisation name) will ensure that our culture, policies, procedures, practices, values, and vision is truly inclusive of neurodivergence at all levels and areas for all stakeholders. To do this we will train all colleagues at all levels in practical awareness of each neurodivergent condition with a relevance on their role, and empower these colleagues to make reasonable adjustments suitable to a stakeholders condition and the particular interaction. All colleagues will be responsible for the inclusion of neurodivergent stakeholders and we will ensure that all policies, procedures and practices include the empowerment for inclusion. We will at board level ensure that we create a specific Neurodivergence Equality Director role, specifically employing a neurodivergent person to the role, who will audit all areas of the business so we can learn, correct, and enhance to full equality and inclusion of all neurodivergent stakeholders.

We (Organisation name) commit in full to the eleven principles of neurodiversity inclusion to ensure we as an organisation can be as inclusive as possible, and help to enhance the prospects of neurodivergent stakeholders generally.



Principle 1

Committed
actionable
obligation to
neurodiversity
inclusion

What does this mean:

As an organisation you need to demonstrate to all stakeholders that you are neurodivergent inclusive with measurable proactive neurodiverse inclusive activities, at all levels, in all departments, at all locations, which are being used and available each day throughout the year.

Principle 1

More Detail

A pledge or signing a charter is a start but does not meet this principle or make inroads to inclusion unless you action that pledge and make improvements for neurodivergent stakeholders that interact with your organisation.

Celebrating a condition doesn't mean you are inclusive either, because these days, weeks and months dedicated to a particular condition have the unfortunate effect of compartmentalising a condition 'until it crops up' and therefore non-inclusive practices continue. Autistic people are autistic 365 days of the year, not just one month, and the same is true for all conditions.

These eleven principles of neurodiversity inclusion are designed to help you drive forward your wonderful intentions, supporting your actions and to remove detriments for neurodivergent people across Cont...

Principle 1

More Detail

(Continued)

all of society, especially where as an organisation you have influence on specific interactions, trust and inclusion.

The committed actionable duties to neurodiversity inclusion are found within the principles and as these are actioned, measurable, monitored, and adapted as time progresses then your organisation can say it demonstrates endeavours for the benefit of neurodiverse stakeholders.

Principle 2

Whole person view of all neurodivergent stakeholders

What does this mean:

A neurodivergent stakeholder will be, for example, engaged in a task within your organisation, such as shopping or driving a fork-lift, but there will be influences on the interaction from parts of their life that you cannot see, which have a greater impact on them because of their condition than their neurotypical peers. Make space for the human being, not just the income and performance outcome from the 'stakeholder asset'. Treat others how you wish to be treated.

Principle 2

More Detail

When a neurodivergent person interacts with your organisation you don't see, hear or feel what else is being experienced by that person, whether it may be a stressful commute to work, caring for a relative and so was unable to prepare for the interview in full, or they may have a neurodivergent condition which influences how they present in a given situation whilst shopping.

Always calibrate and put into context how the neurodiverse person you're interacting presents, especially where that action would be seen as 'out of place by many'. For example, an autistic person may not give eye contact during an interview, but that very intelligent person who is perfect for the role and will fit in well with the team would by many be turned down for the job, a discriminatory act. Cont...

Principle 2

More Detail

(Continued)

A very intelligent person with ADHD who has extreme impatience as a born problem solver may become apparently angry when their problem isn't being progressed towards a solution. It isn't anger, but rather frustration, so don't take at face face value this as anger but actually, that the organisation is causing difficulties.

Seeing the whole person will allow you to see their strengths and difficulties, and with this knowledge as a team you can make adjustments to help each other and any detriment on wellbeing.

A neurodiverse person is not just one thing, they have multiple facets to their personality and life beyond their condition and so they must be able to be their true self and be able to express safely their true identity.

Cont...



Principle 2

More Detail (Continued)

Communication channels must be open in all directions so that the stakeholder can express themselves and also let your organisation know they may need some assistance, without fear or worry, knowing all spaces are safe where they can be their authentic self with everybody in your organisation.



Principle 3

Recognition of neurodiverse talents, skills and strengths

What does this mean:

Your organisation will accept, learn, understand, respect and enhance the utilisation of the traditional and non-traditional talents, skills and strengths that neurodivergent stakeholders bring to the organisation by ensuring they are utilised and celebrated.

Principle 3

More Detail

Neurodivergent people have a different way of approaching tasks and problems and are very skilled at finding new ideas and then innovating their application and success, but on paper in traditional appraisals these are untapped or not recognised, and therefore at a detriment. Each neurodivergent stakeholder will be allowed to circumnavigate the neurotypical approach so that they may find the answer to the problem particular to their role, whether that is a Barista, a Chef, a Logistics Manager, or CEO and all others. Neurodiverse people need extra thinking time but will supply a detailed answer and solution whether that be in a creative ideas setting, or when barrier needs to be overcome in another way. Patience and understanding will ensure the intelligent neurodiverse stakeholder can thrive.



Principle 4

All
neurodiverse
talent to have
the
opportunity to
access all
positions at all
levels

What does this mean:

Regardless of a person's neurodiverse presentation, including the impact of any comorbidities then all neurodiverse colleagues should be given the opportunity to access junior, middle and senior roles.

Principle 4

More Detail

There are of course a small number of exceptions such as where a person also has epilepsy and would like to qualify as pilot and fly a plane, so then of course this opportunity is not open to the neurodiverse applicant with epilepsy.

The journey begins before a position is available and preparation needs to begin from an early stage both by the colleague and organisation to nurture the person and talent so they can thrive.

Preparation includes offering neurodivergent colleagues to shadow senior colleagues to gain an insight, as well as offering training gaps to be filled that would enhance the neurodivergent colleague in being promoted.

Cont...

Principle 4

More Detail (Continued)

Build a colleagues confidence and trust by showing them that they are valued and the organisation would like to see them rise the ranks to steer the organisation.

Positive discrimination is permitted within the Equality Act 2010 where the neurodiverse person meets the prescribed criteria for disability, but must be qualified for the role. Qualified of course means more than a certificate, including such things as knowledge and experience as well as capabilities.

Whilst not all neurodivergent people like to think of themselves as disabled, they are for the purpose of the Equality Act 2010, so rather than using the phrase 'disability' use instead the condition labels or 'neurodiverse' etc.

Cont...

Principle 4

More Detail (Continued)

Whilst some in the talent pool are not position ready it is essential that you offer training and support for those colleagues already employed but also for those neurodiverse colleagues new to the organisation.

Support may take many different forms but mentoring by a senior experienced colleague may assist, as work experience days or weeks in an area to help with understanding and appreciation of the new role they are being employed in.

On-going training and support is vital so that the newly promoted or recruited neurodivergent colleague stays with you and doesn't leave. Retention is a key part of the process.

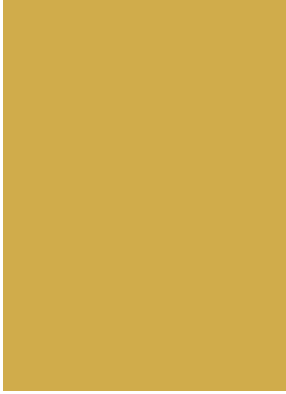
Cont...

Principle 4

More Detail

(Continued)

When accessing different roles, the seniority of role as does the size and type of organisation, has an impact on the application and recruitment process, so be mindful that the neurodiverse applicant may have a difficulty with a particular method, so be flexible and put in place reasonable adjustments. A typical recruitment process would have excluded Albert Einstein, Agatha Christie, Alan Turing, Thomas Edison, Richard Branson as well as many other great intelligent and entrepreneurial minds. I'm sure you would love these examples to work for you, driving your organisation forward so why exclude them with a standard, non-flexible recruitment process.



Principle 5

Demonstrated
engagement
with
continuous
learning for
and of
neurodiverse
stakeholders

What does this mean:

All neurodivergent stakeholders need their conditions understood, accepted and the opportunity for reasonable adjustments to enhance inclusion. Without the knowledge and empowerment then colleagues are in a weaker position to include, therefore a greater possibility of neurodivergent discrimination.

Principle 5

More Detail

To understand the needs of neurodivergent stakeholders, training is to be done on an annual basis as a refresher but as new colleagues join the business this must be done within a few months of starting with the organisation. The first tailored neurodiversity training session needs to be sooner rather than later to ensure this principle is met.

To ensure neurodivergent colleagues have continuous learning and support, neurodiverse colleagues need to have refresher sessions to help with the learning of their role to help with performance management, with additional training that may help them in their role.

Nurture the stakeholder to enable them to mentor others in the role and pass knowledge and experience on.



Principle 6

Everybody's
own individual
100%
recognised in
administration
and application
of reward and
recognition
systems

What does this mean:

A neurodivergent spectrum means a differing degree spectrum of skills and abilities than that of neurotypical peers, including the time it takes to complete a task. Each neurodiverse stakeholder should be enabled without detriment to achieve their own 100% across whichever context.

Principle 6

More Detail

More Detail About Colleagues:

If we start with we are all capable of every role, but we need to have a supportive organisation, we need confidence, equipment, training and we also need to know our own limitations so that we can overcome them then this a great place to begin thinking about this. Only once we know where our current position is on the map, can we then navigate to where we need to be. If we cannot swim we avoid the water on the route and take a different path or seek out a boat. There must be recognition of how the neurodiverse condition affects output too.

Cont...

Principle 6

More Detail (Continued)

More Detail About Colleagues: (Cont...)

Without consideration of each of the above we forget that our output is different to the next person, for example, when, as a neurodivergent, I was working as a senior insurance analyst I processed 12 cases per day, whereas my colleagues doing exactly the same role were processing 18 cases per day. I was continually being questioned about my output of 12 in comparison to their 18. Without realising it I was making very detailed notes to counterbalance my working memory difficulties which were due to my undiagnosed ADHD, because if I was asked by the insured to justify my decision I wouldn't be able to remember why I made the decision. Therefore my ADHD means my 100% was 12 cases per day, whereas for my colleagues their 100% was 18 cases per day. Cont...

Principle 6

More Detail (Continued)

More Detail About Colleagues: (Cont...)

This is just one example of one person's 100% in one scenario, but where a person has a neurodiverse condition, during appraisals and any such reward or capability assessment it must be recognised that each individual has their own 100%. Reasonable adjustments need to be made to the appraisal process including recognition of performance and output throughout the year to ensure that the neurodiverse colleague is being objectively recognised for their own 100% rather than a colleagues, or team average etc, which may place them at a detriment. It is paramount too that your organisation understands the difference between capability and performance / output when a person has a neurodiverse condition. When a workplace assessment is carried out then this should become known. Cont...

Principle 6

More Detail (Continued)

More Detail About Colleagues: (Cont...)

Once it is established that a person has the capability for the role, then adjustments are needed for a persons neurodiverse condition so that they can perform at their 100% being their authentic genuine self and therefore thrive.

So, when rewarding a colleague for achievements throughout their year as well as efforts made then rather than subjective appraisals and observations, these must be objective with full transparency.

Cont...

Principle 6

More Detail (Continued)

More Detail About Stakeholders:

Each stakeholder engages with your organisation for a particular reason. In contact centres it is to solve a problem of for example a payment error with the reward being a payment correction by the contact centre, or it may be that as a recruiter the applicant is looking to solve their current employment difficulty, the reward being offered the job they applied for. As a customer in a clothing store my problem to solve is a lack of shorts in my wardrobe, the reward being able to purchase a pair of shorts for my holiday.

Be aware then that there are barriers that can be placed in the way of neurodiverse stakeholders in preventing them solve the problem and therefore from achieving the reward. This is dependent upon their condition, but your organisation needs to be aware of all barriers so you can at least remove them.



Principle 7

Neurodiverse stakeholders to have channels of communication suitable to their needs, giving a 360° view of the organisation

What does this mean:

As a standard practice all interactions and engagements including policies, procedures, reports, newsletters, organisational structure and all other documents need to be offered in multiple formats so that they are accessible to a variety of neurodiverse needs.

Principle 7

More Detail

It is vital that the communication channels are not just for serving communication for your organisation, but also for engaging with and learning from neurodivergent stakeholders. As well as considering current stakeholders needs, there are those who you are yet to meet who have not yet engaged with your organisation.

Without a full view of the organisation available in the communication formats suitable to their particular neurodivergent needs, then they have no view, and are in fact unable to make a full and detailed decision on a matter, meaning they are excluded rather than the intended inclusion.

The consideration of an alternative communication channel also needs to consider whether or not the neurodiverse person needs extra time and space to provide a full answer.



Principle 8

Shared
accountability
across the
whole
organisation
for all
principles of
neurodiverse
inclusion

What does this mean:

Whilst the principles of neurodiversity inclusion have to be initially agreed and signed off by the senior leadership team, once this is done, all colleagues throughout the organisation have equal responsibility to ensure the principles are adhered to.

Principle 8

More Detail

Where there is a barrier to neurodiversity inclusion observed or experienced by a stakeholder then however minor or serious it must be reported to the team or departments neurodiversity lead and an action put in place to ensure it is overcome for future stakeholders and engagements.

Neurodiversity Inclusion should be treated in the same important way as health and safety. Any breach of inclusion should be reported to ensure the immediate future inclusion of all neurodiverse stakeholders.

Your organisation's position on reporting should be two fold.

Firstly the person recording a neurodiversity inclusion breach is protected, where they give their name, from any action taken against them because they have highlighted a potential issue. Cont...

Principle 8

More Detail (Continued)

Secondly, the position should always be “the reporting of a neurodiverse inclusion breach enhances the knowledge and engagement of the organisation for neurodiverse stakeholders, and the organisation welcomes the information”

Through adequate training and awareness of neurodivergent stakeholders and how their condition presents itself for your organisational context, e.g. a supermarket customer, or a passenger on a long-haul flight, or an applicant engaged with a recruitment agency all colleagues will be in a great position to be aware or and make adjustments for the neurodivergent stakeholder.

All colleagues, with suitable tailored neurodiversity training, will be in a position to be confident in their knowledge of different neurodivergent presentations as well as

Cont...

Principle 8

More Detail

(Continued)

suitable reasonable adjustments, and your organisation needs to empower them and give them the authority, in line with the values, principles of the organisation, and of course legislation. The purpose of The Equality Act 2010 is reasonable adjustments when the organisation knows or ought to know about a detriment in relation to a protected characteristic. Failure to remove that detriment amounts to discrimination. So by empowering the whole organisation and making all responsible then you massively reduce the risk of discrimination, as well as enhancing your neurodiverse inclusion goals and practice. With more eyes and ears scanning the horizon you will be in a better place. Always encourage other stakeholders too to report any potential neurodiverse breaches so you can put them right. What a great marketing tool and income generator.



Principle 9

Neurodiversity
inclusion to be
aligned within
the
organisational
culture,
processes,
policies,
practices,
values and
mission

What does this mean:

Across all processes, policies, practices, values and mission as well as the culture, neurodiversity will be written in to each to ensure that progress is continually made, and when the equilibrium is achieved it can be maintained.

Principle 9

More Detail

The practice for example of only allowing customers to use self-service tills after 8pm puts neurodivergent customers at a disadvantage, partly due to the self-service element, but also because to avoid the busy crowded periods neurodivergent customers tend to visit when it is quiet, such as after 8pm.

For this example in isolation to be aligned with a neurodiversity inclusion policy then you need to make available a till where the neurodivergent customers are able to be served by a human being at all times of opening hours. By changing the times alone of self-service would not alter this for neurodivergent customers, unless there was also a human being to process their order. Where a practice, policy etc has to be changed because it otherwise discriminates against neurodivergent stakeholders then the practice, policy etc must be altered without further delay.



Principle 10

Cooperative
& neurodiverse
inclusive
approach in
relation to
conflict &
friction
resolution

What does this mean:

Never make judgements and don't fill in gaps without accurate and detailed knowledge. Where conflict occurs with neurodivergent stakeholders it is often because of a lack of awareness that a person has a condition how that condition presents.

Principle 10

More Detail

Always encourage a stakeholder to tell you they are neurodivergent and offer to mould your organisation around their needs with reasonable adjustments, reminding them that they are valued and you want to engage with them.

With training and awareness sessions you will be in a much better position to mould around the neurodivergent needs to ensure any potential for conflict is firstly reduced. Where conflict does occur, especially when you become aware that the stakeholder has a neurodivergent condition, then you need to make objective allowances. Neurodivergent people often don't have a diagnosis until late in life but still need you to make adjustments so don't rely on a diagnosis, it's completely unnecessary and delays the support and adjustments your organisation can act upon much earlier than if you wait. Cont...

Principle 10

More Detail

(Continued)

When I was working in a call centre my call handling times were longer than my peers and I was always recorded as having bigger gaps between calls. All of which can be attributed to my neurodivergence, noting of course that none of my customers ever complained. My focus was the customer and their needs not the call times, and when I asked about other matters on their account we dealt with those too, thus preventing further conflict and calls into the office.

Reasonable adjustments can avoid conflict before it begins as well as enhancing the performance and output of the neurodiverse colleague, but encouragement and trust is required.

Cont...

Principle 10

More Detail (Continued)

Where you are in regular contact with a neurodiverse stakeholder, whether that be at work or as a customer, keep a diary and see when they become most and least distressed and work with them to change their routine, for example instead of shopping at 10am, try 8pm. At work it may be that workloads need to be addressed as well as exploring the difficulties to then find new approaches to tasks and reasonable adjustments.

Neurodivergent people often get frustrated when they are unable to perform at their best, where organisations don't make allowances and adjustments for a condition, and when there are conflicts within practices which work against their condition. An exploration of each individual stakeholder and how their condition affects them will help to reduce this conflict and friction.

Cont...



Principle 10

More Detail

(Continued)

By ensuring all neurodiverse stakeholders are involved in the resolution process, alongside neurotypical stakeholders, collaborative negotiations can take place to ensure that the area of conflict minimises future conflict risk, as well as achieving resolutions to any dispute that all stakeholders can agree upon.



Principle 11

Demonstrated
commitment to
the
neurodivergent
community
local and in
view of the
organisation,
and beyond

What does this mean:

Charity and social community funds are one area but more specifically many neurodiverse people become self-employed because the recruitment process and working environments have so far in their experience, not properly considered and adapted to neurodiverse colleagues.

Principle 11

More Detail

Always open opportunities to the community, advertise for neurodivergent contractors as an act of positive discrimination. This will actively show how you are committed to engaging the services of neurodivergent suppliers and contractors.

The neurodivergent are constantly having to overcome difficulties each day because of the conditions and how the neurotypical society is set-up, so if you want a problem solved in an accurate, detailed, creative way then look for a neurodivergent with the knowledge in that area. Neurodiverse people seek out self-employment because employers haven't been as flexible as neurodiverse people need, and so don't need further exclusion as contractors. We are extremely good at what we do, and to stick at it we need to enjoy it too.

Cont...

Principle 11

More Detail (Continued)

There are many local and national charities but ensure that you don't treat neurodiversity as a charitable issue which automatically puts us in the vulnerable bracket, subconsciously excluding us from employment and promotion.

When considering neurodiverse stakeholders then look at your physical and online presence and engage with and give opportunities for neurodivergent stakeholders whether that be access to services, inclusive policies and practices or engaging them as suppliers and contractors.

Cont...

Principle 11

More Detail

(Continued)

All engagements must have a record of where and how your organisation sought neurodivergent people for a particular project, alongside the outcome.

There must also be a justification why your organisation chose a person or organisation to deliver training or a talk etc about a neurodivergent condition(s) and why you chose somebody who was not neurodiverse.

When this principle is put into context of and compared with the gender pay gap, ethnicity employment rates, gender employment rates and others, your organisation will see why this is essential.



Thank you for reading, I am truly grateful

As a neurodiverse person I am much less likely to be in employment, I am much less likely to be awarded disability benefits, I am much more likely to be in poverty, all in direct contrast to my kind caring nature and high intelligence.

By reading and incorporating these principles you are enhancing the wellbeing and inclusion of those with neurodiverse conditions who interact with your organisation, as well as, when you employ neurodivergent people, enhancing the profitability of your teams and projects.

Please share and feel free to reach out for assistance in the application of these eleven principles.

*With Many Thanks
Mark Charlesworth*

NEUR TIDE

Removing barriers &
empowering neurodivergence

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