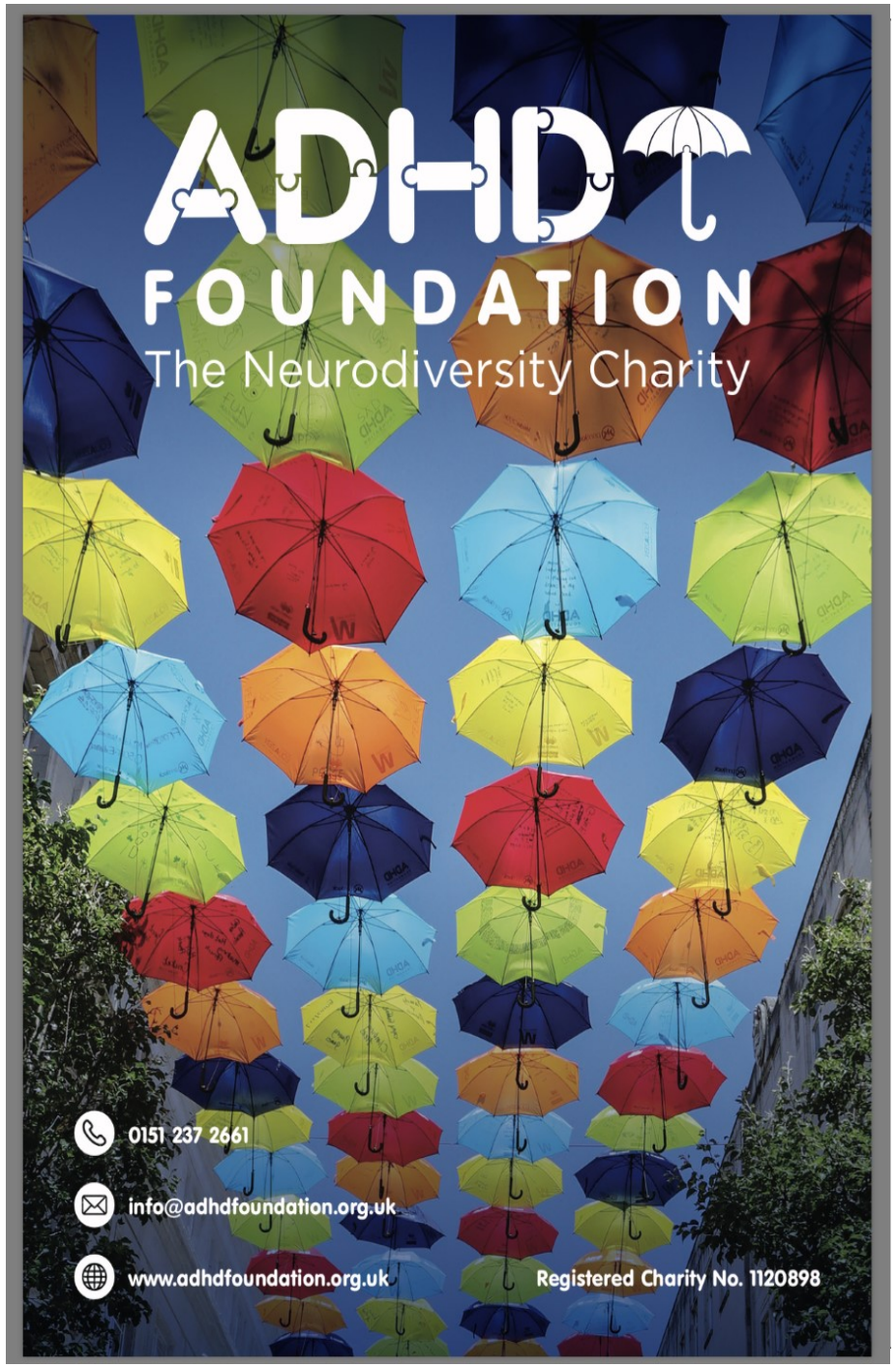


Neurodiversity
A new paradigm in 21st Century Education, ability & employability?

ADHD FOUNDATION
The Neurodiversity Charity

Presentation for Withersalck Group
Windsor
Nov 2019

Dr Tony Lloyd
Chief Executive
ADHD Foundation

Neurodiversity Clinic

ADHD FOUNDATION
The Neurodiversity Charity

Neurodiversity Clinic

At the ADHD Foundation, we are able to offer a full ADHD diagnostic screening in Liverpool for adults, and pre-diagnostic screening for children.

For many people, they believe it is difficult to access assessments for ADHD. However, at the ADHD Foundation, we strive to offer easily accessible assessments, whether you live in Liverpool or further afield.



Our trained staff utilise assessment scales, interviews, and the use of the QbTest, to provide clinicians with accurate and detailed information to aid in a diagnosis.

Our ADHD Assessment includes:

- QbTest
- Interview
- ADHD Assessment Scales
- Results Discussion



Cost: £200
This is a 'not for profit' service.

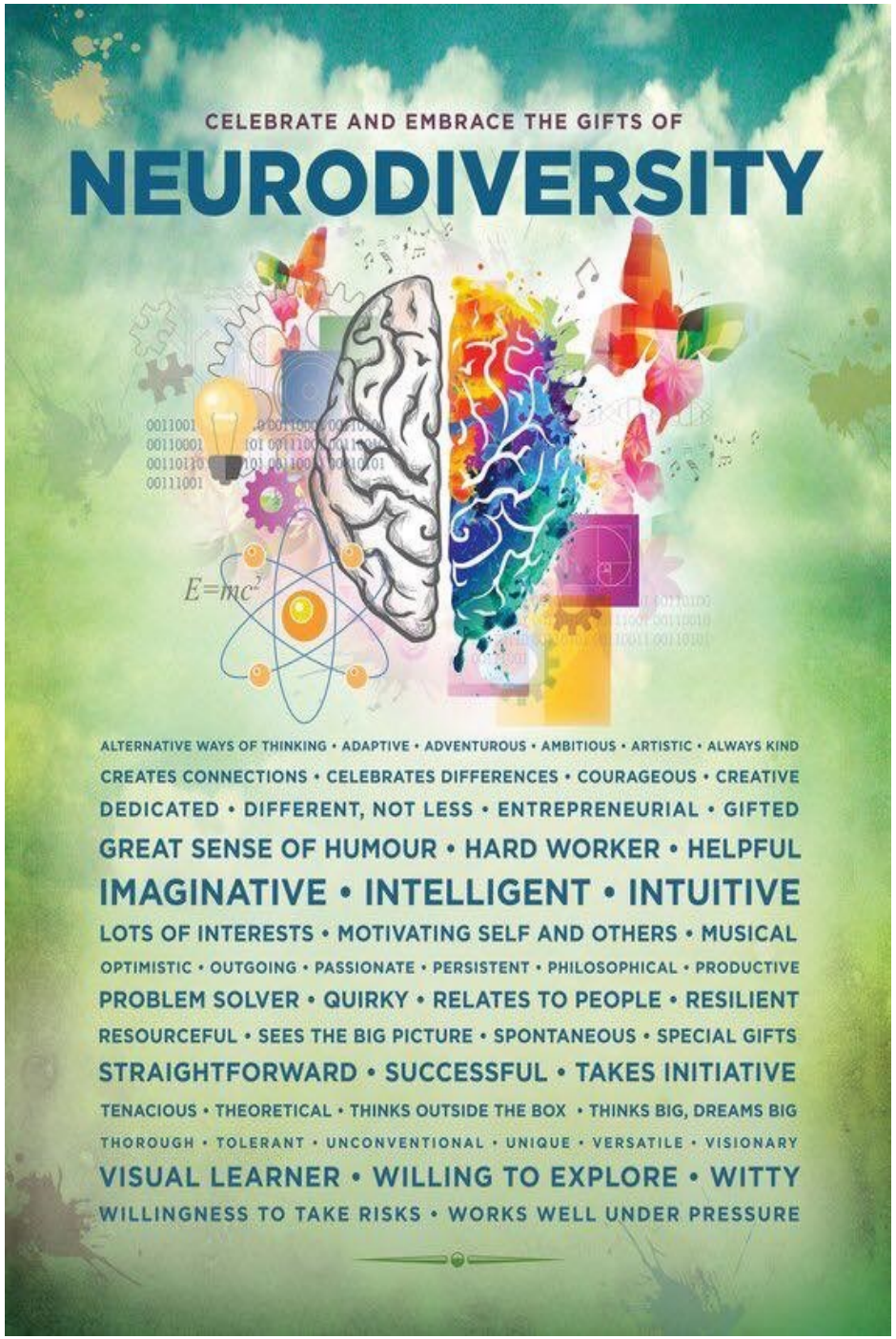
For more information, enquiries and bookings, please contact Rachel Keeton (our Neurodiversity Clinic Manager) on:

Rachel.Keeton@adhdfoundation.org.uk

0151 237 2661

Who we are and what we do

1. Established as a parent support service charity in 2007
2. Largest patient led ADHD Neurodiversity Charity in Europe
3. Offers a unique & pioneering 'Lifespan' multi modal service in Liverpool.
4. Has a robust entrepreneurial business model to ensure 'Integrity of purpose' and independence from funder bias.
5. Leading provider of training for Education professionals in UK
6. NHS Provider and only ADHD Service offering NHS Approved 'IAPT' services (Improving access to psychological therapies) submitting data sets to NHS England monthly
7. Permanent member of the advisory committee to NHS England and NICE on 'National Strategy for ADHD..& APPG
8. The 'Go To' Agency for TV, Print based and web based media
9. 20 Trustees of whom 10 are NHS clinicians & 26 Employees
10. 100,000 social media followers
11. 250,000 unique web site users annually with multi lingual audio accessibility
12. Support other User led groups to become established legal entities, offer training and advice & guidance on fund raising and funding applications



Why Neurodiversity ?
A Paradigm Shift for the 21st Century

A concept that challenges 18th century notions of intelligence, ability and employability

1 in 5 human beings are ‘neurodiverse / neurodivergent’ – ***autism spectrum, ADHD, Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia and Tourette’s syndrome***…. Therefore ‘natural’ variations in human diversity and neurocognitive capacity: not errors of genetics’ – not ‘disordered’ but ‘impaired’ in ‘some aspects’ of learning and information processing.



“Think Differently”

Steve Jobs

Why Neurodiversity ?
A Paradigm Shift for the 21st Century

Strength based – countering a ‘victim’ narrative’ but spans both medical model and social model of ‘disability’

De stigmatising

Led by industry …… entrepreneurs!

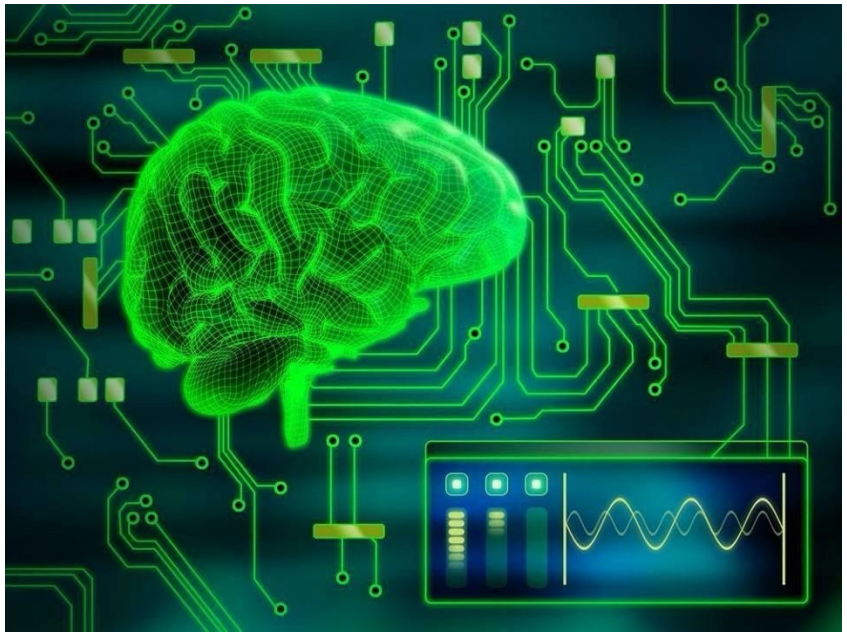
and runs counter to current Govt Department for Education pedagogy where SEND is seen through a lens of a ‘deficit model’ of intelligence and ability that results in 1 in 5 underachieving in the current educational paradigm

If the impairment is removed – it is still a

…a disability?

….a difficulty?





Neurodiversity for the 21st Century

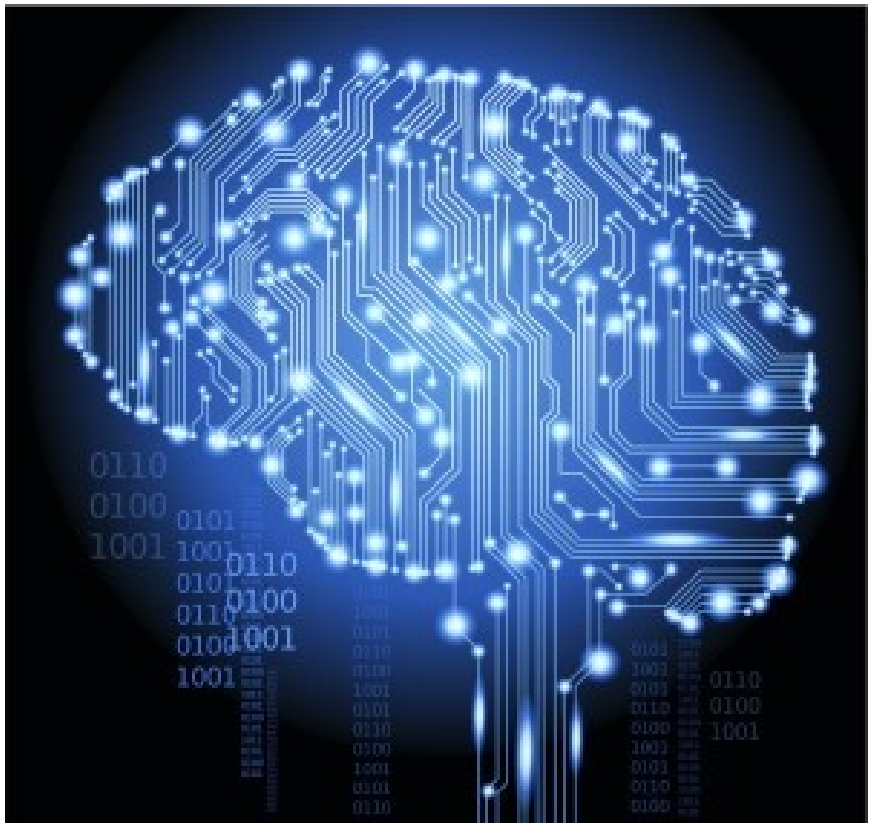
‘Context – Culture’

The ‘Dis’ (Without) is context specific.

Our 21st culture, technology driven work places and our economy demand a different set of skills,,,,,?

19th Century – Knowledge, a good memory

21st Century – Technology make those less important so our brains can have enough ‘ram’ and memory for other forms of information processing and ‘how’ we interact with our world.



There is an indisputable necessity to conserve the diversity of the human species… neurodiversity is as essential as biodiversity

Neurodiversity for the 21st Century

What is intelligence? Ability? Employability?

Learning difficulty vs learning disability?

Why do we view 'physical disability' differently from 'invisible' – less visible learning difficulties?
Wheelchair ramps – assistive technology or teaching strategies and 'measuring' progress
Exams for children with…

Dyslexia
Dyspraxia
ADHD
Autism
Dysgraphia
Dyscalculia

Neurodiversity for the 21st Century

What is intelligence? Ability? Employability?

In what way does our education system ‘disable’ the one on five children who are neurodiverse?

‘Certain consolidated habits push us toward everything that is familiar and comfortable…. If we don’t break these habits we will always do the same thing. Creative thinking and doing – innovation, improvement, invention will not happen….

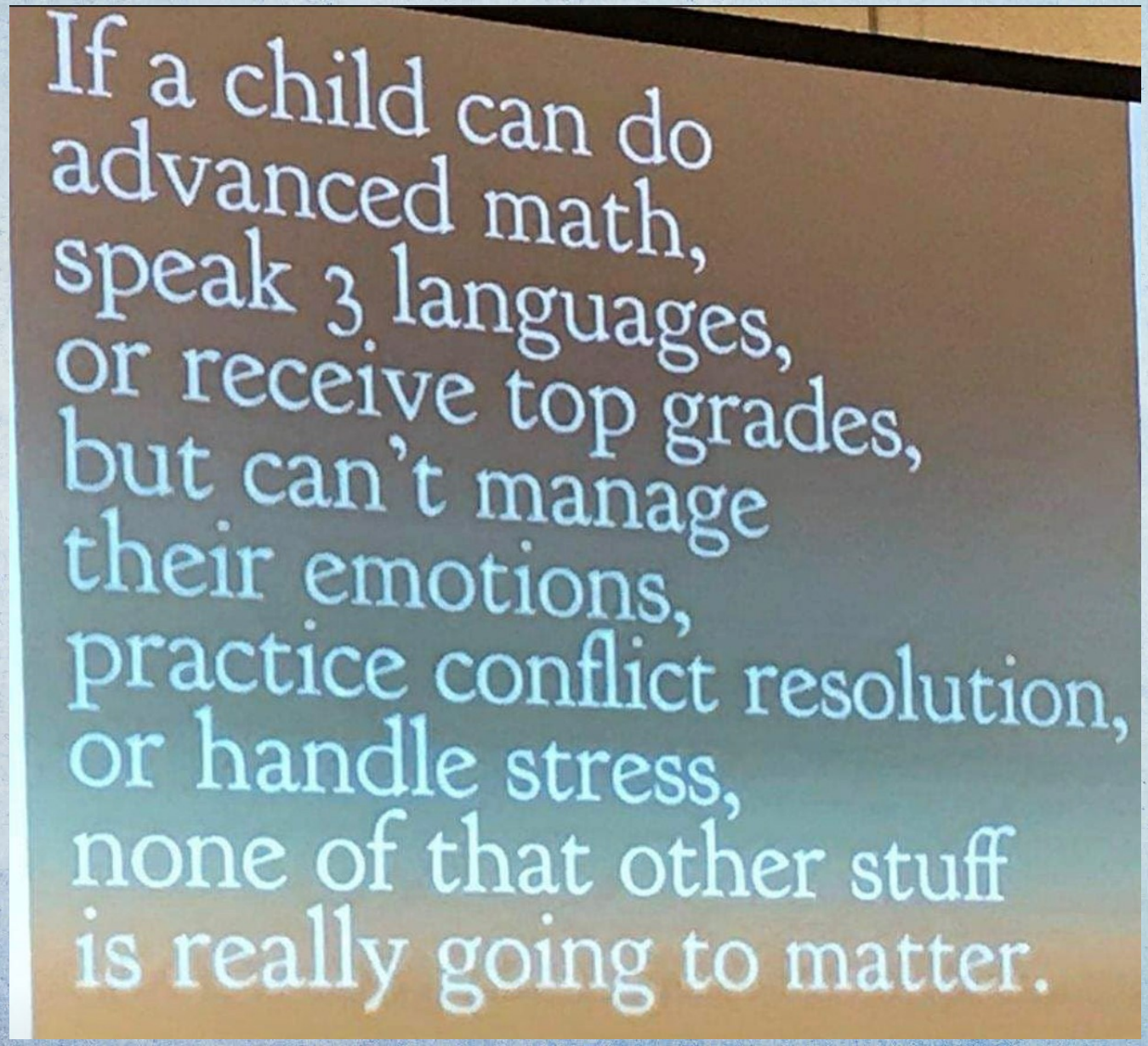


Context determines whether an impairment exists….

Is our curriculum relevant to the 21st century?

Is teacher training therefore relevant to the educational needs of children in the 21st Century

What is intelligence? Ability? Employability?





Neurodiversity is about more than inclusion….

It is about recognising that human nature…'human intelligence' thrives on difference because that is the universal design.

'Rebel minds'

'Rebel' Minds….?

The working environment – from classroom to workplace

How do you make the education setting facilitate 'learning'?

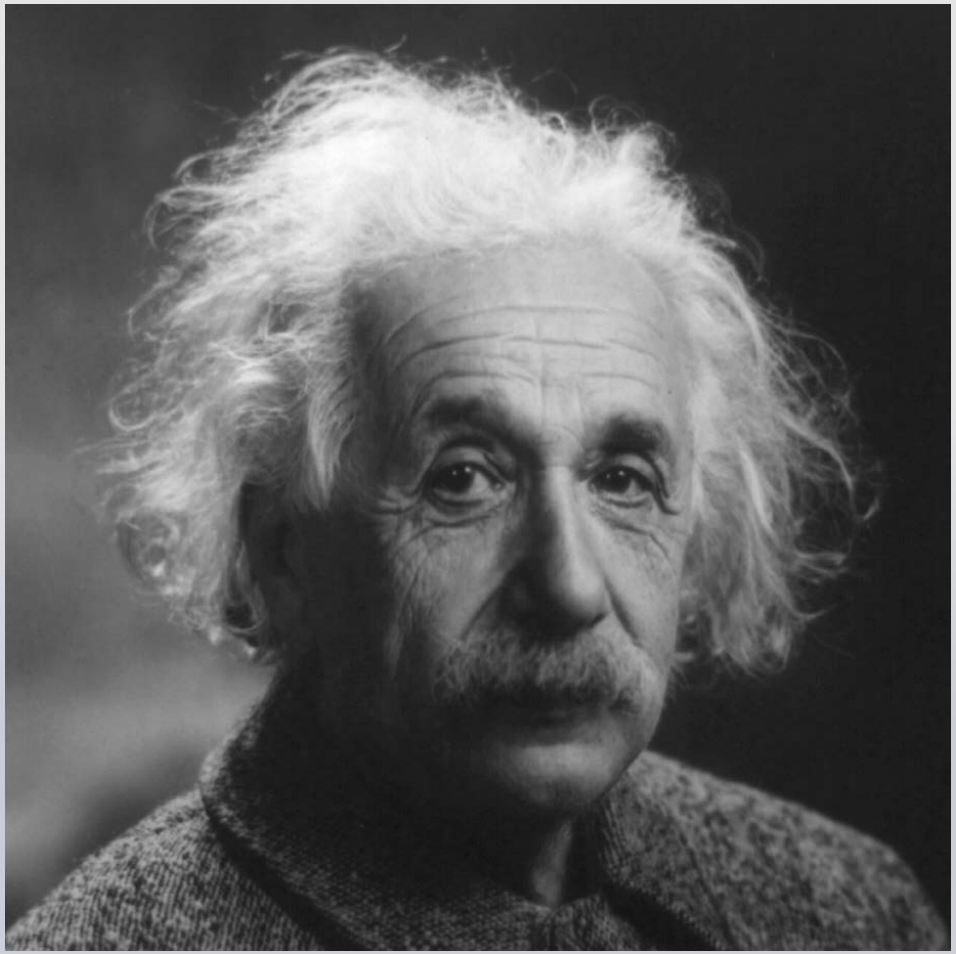
How do we make the work place facilitate productivity?

These are accommodations…. To achieve a common goal.

Industry becomes inefficient and productivity falls when the 'process' (accommodations) no longer achieve the common goal and the culture serves the 'processes' rather than the real / original purpose of the organisation.


Microsoft



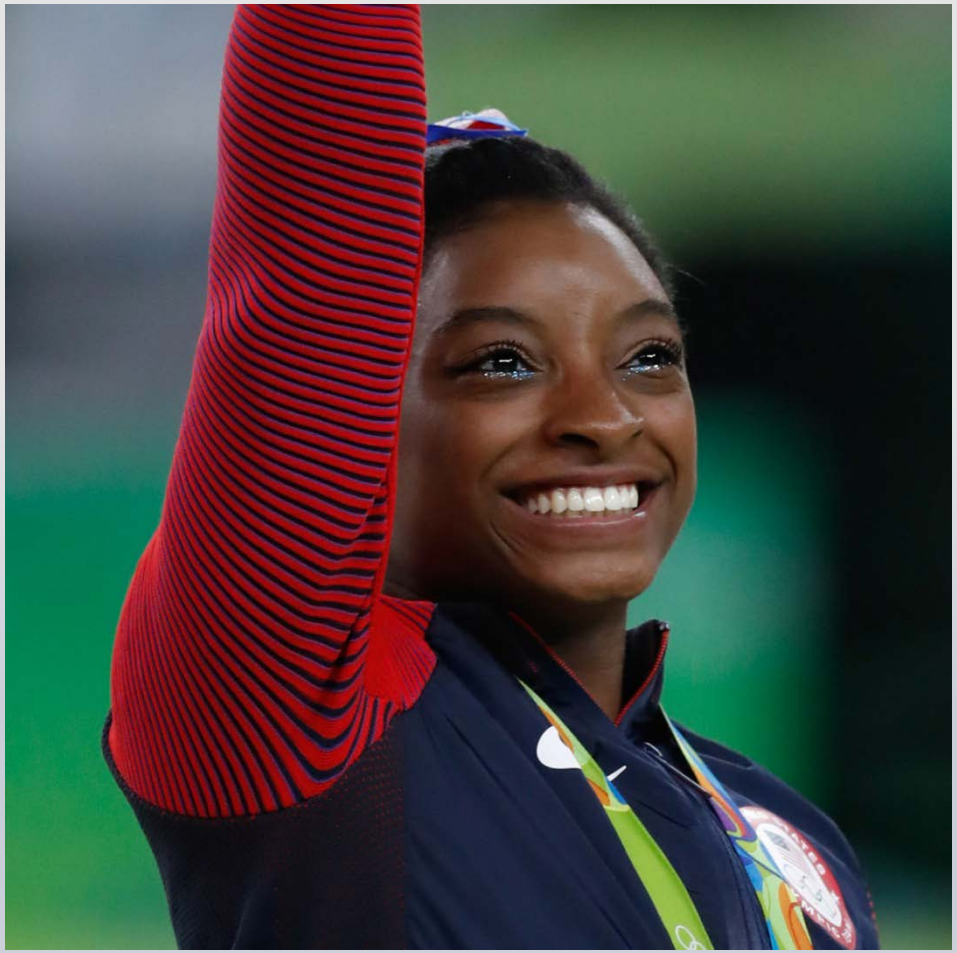









Grants



’s








E-ZUP


DUFFER
STATE









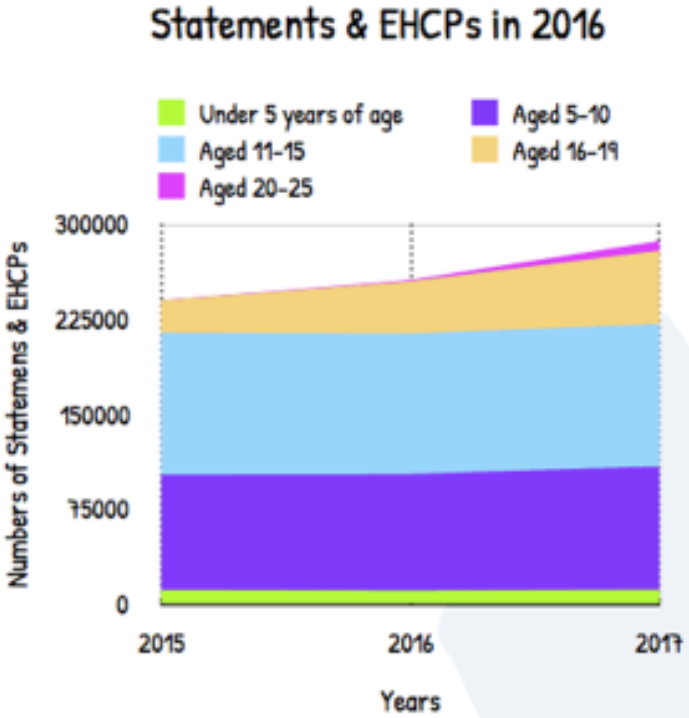
The Neurodiversity Umbrella Project

‘Flipping the narrative to a strength based approach …
A ‘campaign’ for schools and businesses to reassess their beliefs, services for customers and optimising employee performance.





ENGLAND'S SEND STATISTICS, 2016–17



37,751

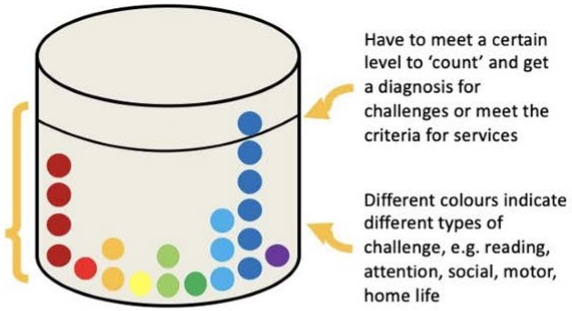
Number of children and young people assessed (and decision taken) whether or not to issue an EHC plan during 2016

14,795

Number of initial requests for assessment for an EHC plan that were REFUSED during 2016

35%

You can picture someone's challenges as like balls in a bucket:

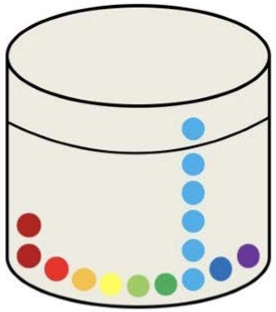


Have to meet a certain level to 'count' and get a diagnosis for challenges or meet the criteria for services

Number of balls indicates the severity of the challenge in that area

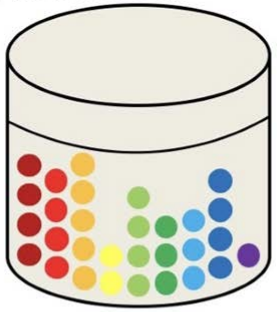
Different colours indicate different types of challenge, e.g. reading, attention, social, motor, home life

This system works well for people with a single area of challenge:



You have Dyslexia! Here are some reading strategies!

However, it fails people with multiple needs who don't quite meet the criteria, even though they are more needy:



You don't meet the criteria for any NDD. Your home life isn't disturbed enough to warrant intervention. I'm afraid I can't offer any help.

This means we maybe specifically failing the most vulnerable who never meet the criteria for a diagnosis or to meet criteria for services, but have cumulative adversity that impacts their lives.

© Do-IT Solutions Ltd. – Prof Amanda Kirby & Dr Mary Cleaton

Neurodiversity

'Comorbidity' is the norm rather than the exception



Understanding and supporting ADHD

ADHD FOUNDATION
The Neurodiversity Charity

Understanding and supporting children and young people at all key stages with ADHD

Thursday 5th December 2019
from 9:30am to 3:30pm
Central London
(venue to be confirmed)

This half day course will equip you with the knowledge and skills to effectively support the needs of children and young people with ADHD.

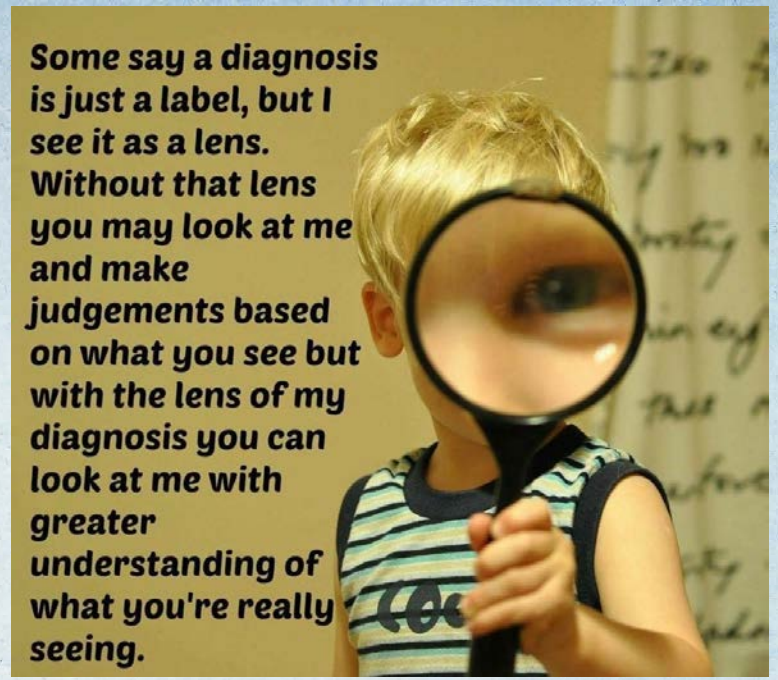
This interactive course will focus on up to date research and practical strategies that work in the classroom.

£165 per person or £300 for two colleagues from the same setting.

To book a place or to enquire further, please contact Colin (our National Training Director) by:

Colin.Foley@adhdfoundation.org.uk 0151 237 2661

LCVS Building, 151 Dale Street, Liverpool L2 2AH



14.6% of school age children have a ‘diagnosed’ learning difficulty

Yet 2 in every 5 are not ‘diagnosed untiel after age 16…

Why do you think this is?



The ADHD Foundation, in partnership with The British Film Institute, and with funding from Big Lottery Awards for All, are proud to present - **The Umbrella Gang** by **Dekko Comics**, which charts the adventures of a group of primary school pupils who have dyslexia, dyspraxia, autism, ADHD and Tourette's, and is inspired by our five Neurodiversity Young Ambassadors.

This comic – the first in a series of five adventures helps primary school children to understand and learn more about what it is to be neurodiverse. The comics will follow their journey through school, and the challenges they encounter from struggling with learning, bullying and transitioning to high school and their growing realisation about how intelligent and gifted they are.

Like all comic book heroes, they discover their 'superpowers' by taking a strength based approach to their abilities.

The comic is available in print and electronic form with an audio version due out at Christmas.



In collaboration with the ADHD Foundation and a range of UK-based patient advocacy groups, Takeda has initiated and funded the development of a book for young people living with ADHD.

Stories That Never Stand Still is a collection of real-life stories charting the experiences of people with ADHD, created by people with ADHD. Featuring a diverse range of personal experiences, as well as expert tips on living with the condition, the book aims to inspire, educate, and empower those who live with ADHD, or whose lives are impacted by the condition.

Produced for young people, the book will be available in both print and via e-download. It will be shared with adolescents, patient groups, teachers, and health care professionals in the hope to support raising awareness about ADHD, reducing stigma about the condition, and shining a light on what can be accomplished when living with ADHD.

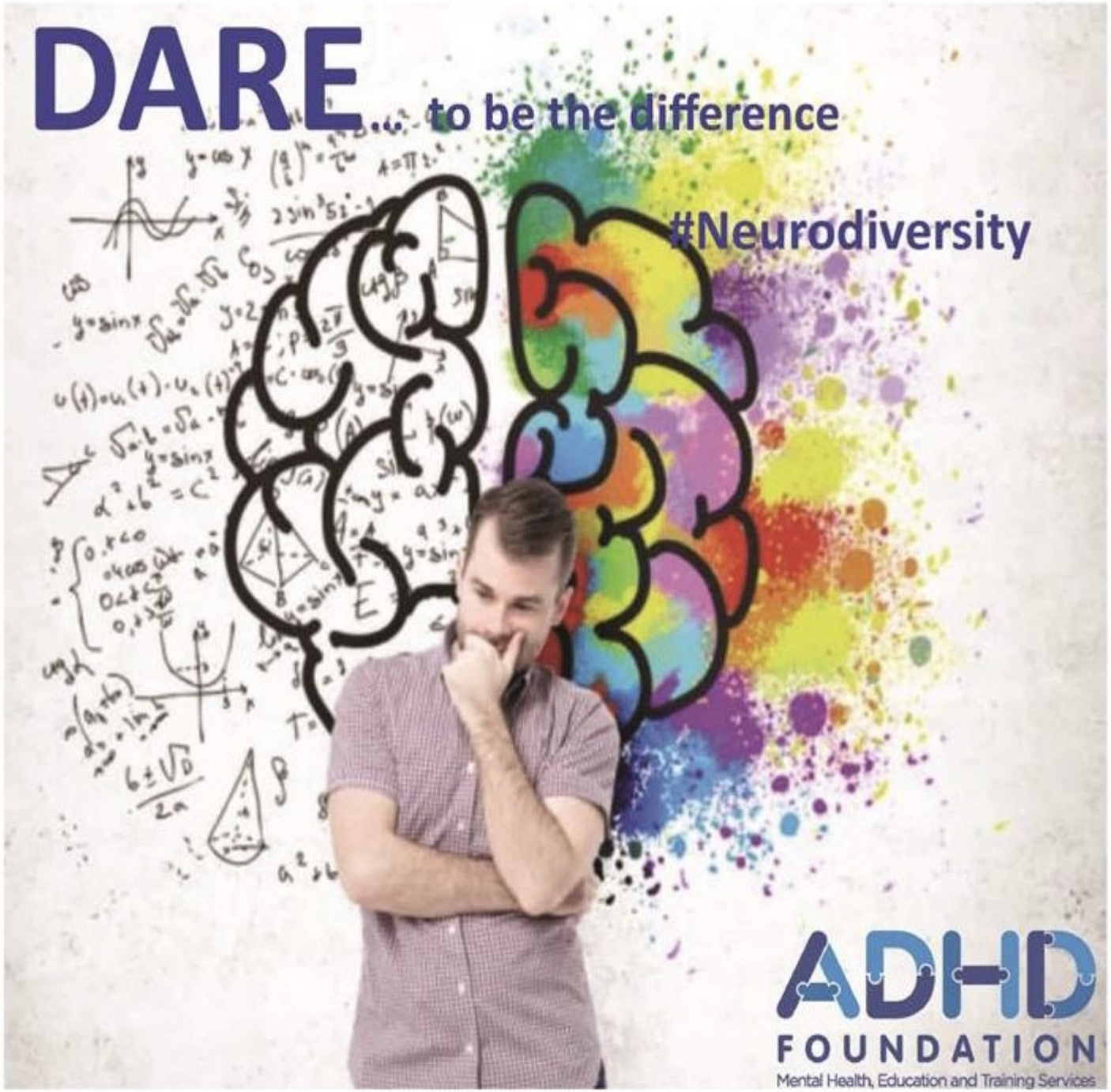
To learn more about **Stories That Never Stand Still**, please visit the Takeda stand.

UK Schools Neurodiversity Celebration Week March 16-20th 2020

What is this all about? Schools - 'take the pledge' and celebrate the intelligence, ability and employability of those individuals with Dyspraxia, Dyslexia, ADHD, Autism and Dyscalculia.

School Assembly, Lessons, performances…..





What next?

Questions?