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<https://orcid.org/0000-0003-0526-8252>, Williams, James and Petty,
Stephanie ORCID logoORCID: <https://orcid.org/0000-0002-1453-3313> (2024) Inclusive Neurodiverse Campuses. In: Neurodiversity
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inclusive
neurodiverse
campuses



inclusive neurodiverse campuses

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Stephanie Petty - Associate Professor, Chartered Clinical Psychologist




PARTICIPATORY RESEARCH WITH AUTISTIC CHILDREN IN SCHOOLS


- Hamilton, L.G. (2024). Emotionally based school avoidance in the aftermath of the COVID-19 pandemic: Neurodiversity, agency and belonging in schools. *Education Sciences*. 10.3390/educsci14020156
- Hamilton, L.G., Kelly, L., & Mesa, S. (2023). "I'm able to function better when I know there's a beginning and an end time": Autistic adolescents' experiences of lockdowns during the Covid-19 pandemic. *Autism & Developmental Language Impairments*. 10.1177/23969415231119552
- Lewis, K., Hamilton, L.G., & Vincent, J. (2023). Exploring the experiences of autistic pupils through creative methods: Reflections on a participatory approach. *Infant & Child Development*. 10.1002/icd.2467
- Mesa, S., & Hamilton, L.G. (2022). "We are different, that's a fact, but they treat us like we're different-er": Understandings of autism and adolescent identity development. *Advances in Autism*. 10.1108/AIA-12-2020-0071



Centring first-person perspectives from neurodivergent children and young people is crucial – and can be done using accessible, flexible communication methods.





Educational experiences shape identity development.




The pandemic provided an alternative to mainstream education for autistic pupils, and some have not returned to school since.

REIMAGINING NEURODIVERGENT CHARACTERISTICS AND MENTAL HEALTH


- Petty, S., & Ellis, A. (2024). The meaning of autistic movements. *Autism*. 10.1177/13623613241262151
- Petty, S., Lambarth, S., & Hamilton, L. G. (2023). Rethinking anxiety and depression for autistic adults through personal narratives: mixed-method analysis of blog data. *Counseling and Psychotherapy Research*. 10.1002/capr.12729
- Petty, S., Tunstall, L., Richardson, H., & Eccles, N. (2022). Workplace adjustments for autistic employees: what is “reasonable”? *Journal of Autism and Developmental Disorders*. 10.1007/s10803-021-5413-x
- Petty, S., Bergenheim, M-L., Mahoney, G., & Chamberlain, L. (2021). Adapting services for autism: recommendations from a specialist multidisciplinary perspective using freelisting. *Current Psychology*. 10.1007/s12144-021-02061-3



Some movements are stigmatised and censored. Stimming, dancing and physical exercise can enhance thinking/focus, regulate senses, increase body connection... Movement is natural and harmless.



Emotions are misrepresented by ‘anxiety’ or ‘depression’ labels. Emotions interact with sensory tolerance, pain, and fatigue. Think about an ‘overwhelm meter’.

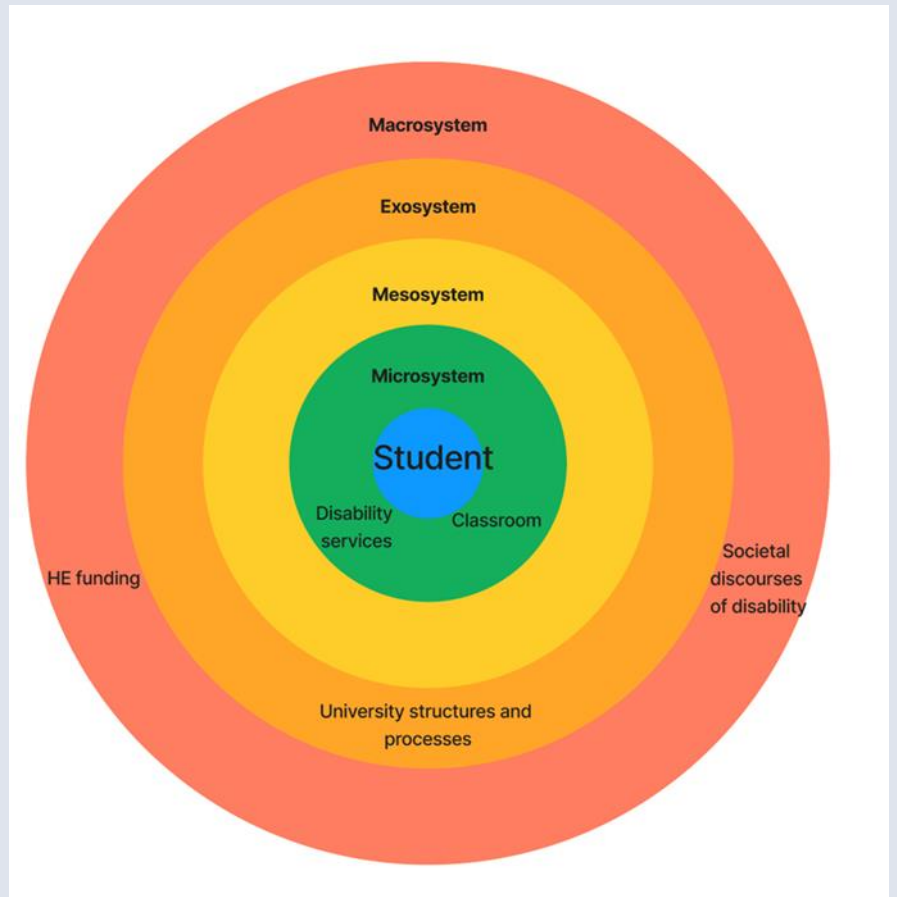


Employers need low cost, easy solutions that benefit all employees.

TURNING TO HIGHER EDUCATION

Hamilton, L.G., & Petty, S. (2023). Compassionate pedagogy for neurodiversity in higher education: A conceptual analysis. *Frontiers in Psychology*, 14. 10.3389/fpsyg.2023.1093290/full

Compassion means proactively considering the experiences of another without judgment, whilst acting where possible to alleviate marginalisation and suffering. Differences are noticed, welcomed and accepted.



Adapted from: Bronfenbrenner & Ceci (1994)

WHERE TO INTERVENE?



Mapping neurodiversity-affirming practice across campus.

Where, when and why do neurodivergent members of the university community thrive?

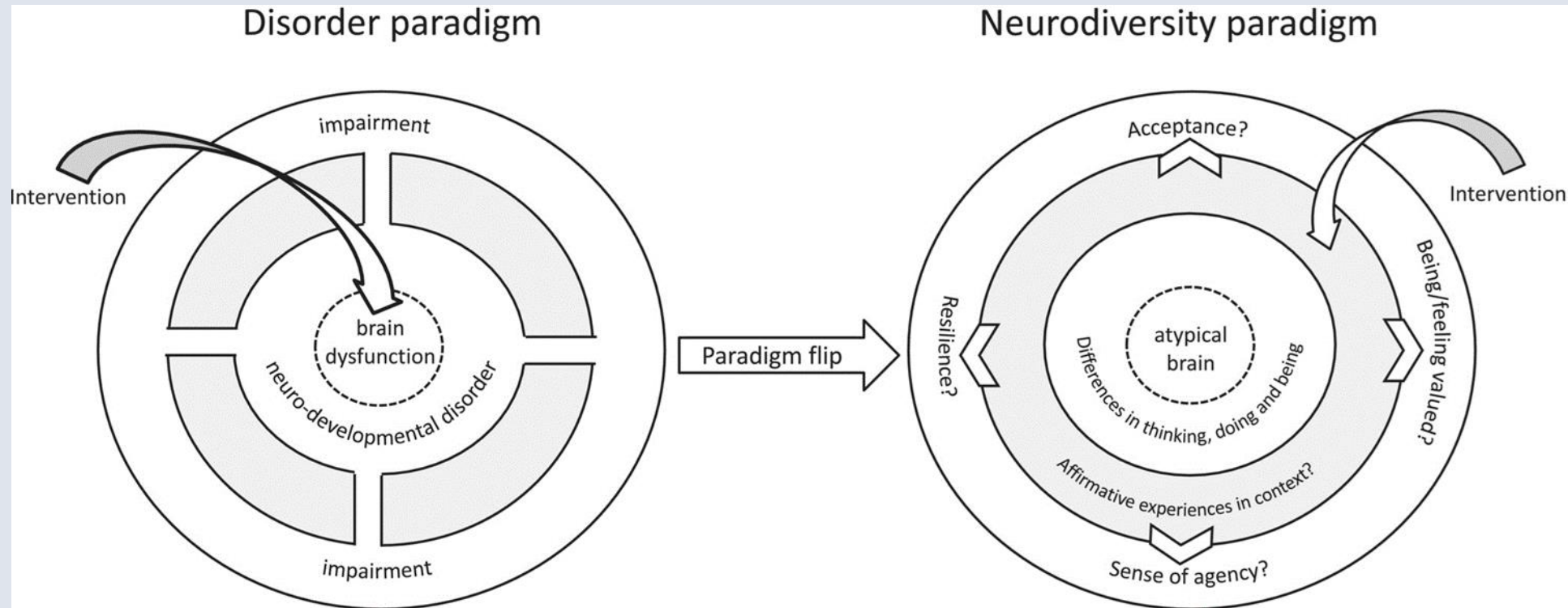
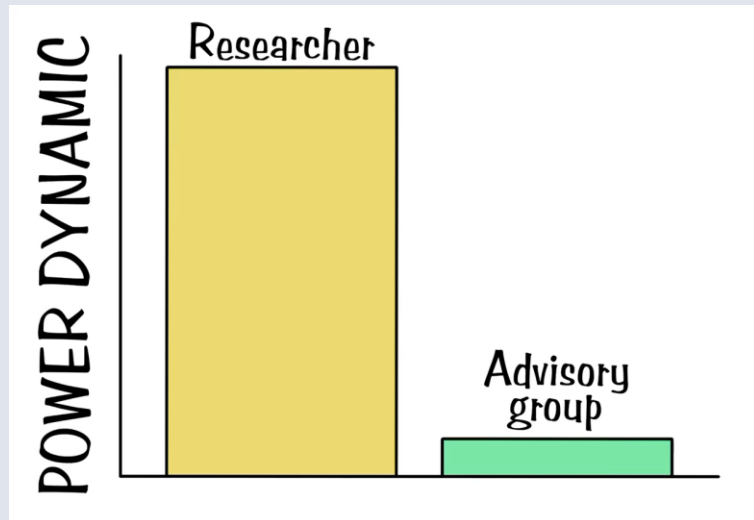


Figure source: Sonuga-Barke, E. J. (2023). Paradigm 'flipping' to reinvigorate translational science: Outlining a neurodevelopmental science framework from a 'neurodiversity' perspective. *Journal of Child Psychology and Psychiatry*, 64(10), 1405-1408. <https://doi.org/10.1111/jcpp.13886>.

PAG GROUP



Do you struggle with deadlines?

Do you easily lose track of time?

Do you find it daunting to try new things with little information?

Do you have intensely vivid daydreams and a rich inner life?




We're asking for your opinion on how the university caters to you. Scan the QR code to have your say.



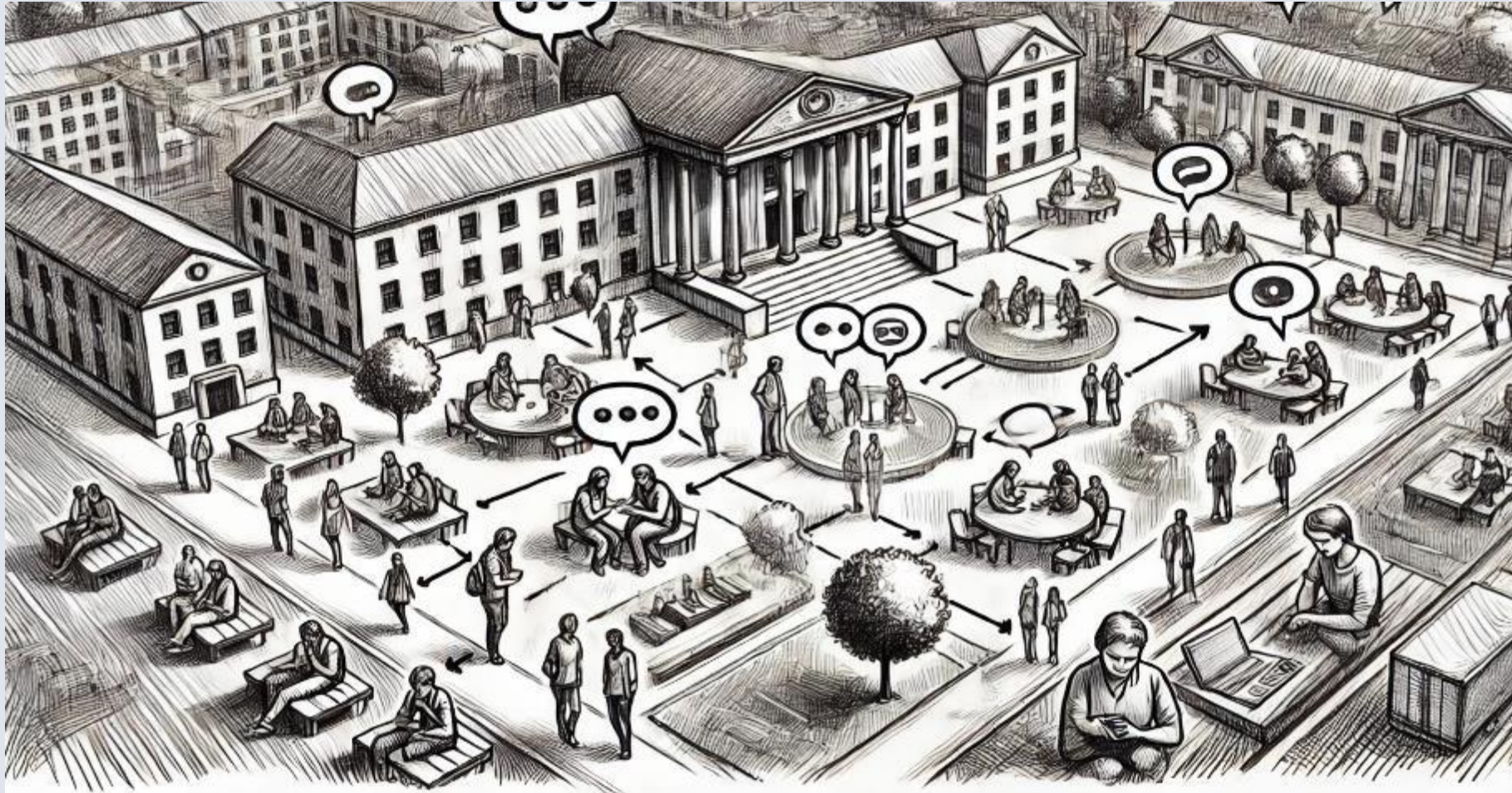
Does social interaction drain your energy or stress you out?

Do you struggle with managing time often?



We're asking for your opinion on how the university caters to you. Scan the QR code to have your say.

DATA COLLECTION



Do you experience rejection more deeply than other people?

A project exploring what you need for a truly inclusive university experience*

*no diagnosis required



Scan the QR code to join us on padlet to share your views



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Do you have intensely vivid daydreams and a rich inner life?

A project exploring what you need for a truly inclusive university experience*

*no diagnosis required



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We are asking for your opinions on how the university caters to you.



Does social interaction stress you out?

A project exploring what you need for a truly inclusive university experience*

*no diagnosis required



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We are asking for your opinions on how the university caters to you.



Do you get so into things you lose track of time and forget to eat or drink?

A project exploring what you need for a truly inclusive university experience*

*no diagnosis required



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Do you struggle with loud spaces and weird textures?

A project exploring what you need for a truly inclusive university experience*

*no diagnosis required



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We are asking for your opinions on how the university caters to you.



Does the campus feel too loud, too bright, and too much sometimes?

A project exploring what you need for a truly inclusive university experience*

*no diagnosis required



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We are asking for your opinions on how the university caters to you.





Do you have intensely vivid daydreams and a rich inner life?

A project exploring what you need for a truly inclusive university experience*
*no diagnosis required

You are asking for your university to think about university culture to you.




Scan the QR code to join us - on padlet to share your views



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Open for 150 years



“I had an appointment at St John and noticed the posters in the ladies... Thank you for considering this sensory issue and bringing it to public awareness... Far too many public places consistently choose to ignore people such as me.” (Visitor, Business CEO, June 2024)

Do you have
intensely vivid
daydreams and
a rich inner life?

A project exploring what you need for
a truly inclusive university experience*
*no diagnosis required



Scan the QR code
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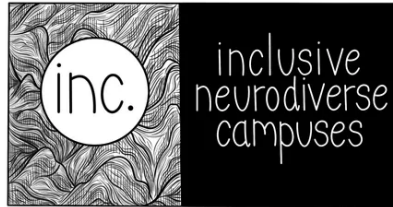
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Open
for
Surveys
June



“When I saw the big poster saying that you would be doing this research, I felt overwhelmingly happy, uhm, and heard, and that was wonderful to see. I mean, all the posters everywhere saying ‘Are you sensory seeking or sensory avoidant? Follow this link and tell us some more.’ That was just phenomenal to see.”

INC: Project
Information and
Postbox locations



We are asking for your opinions on
how the university caters to you

Belonging

What would you need to feel
you truly belong on campus?

When do you
feel most supported
and understood?

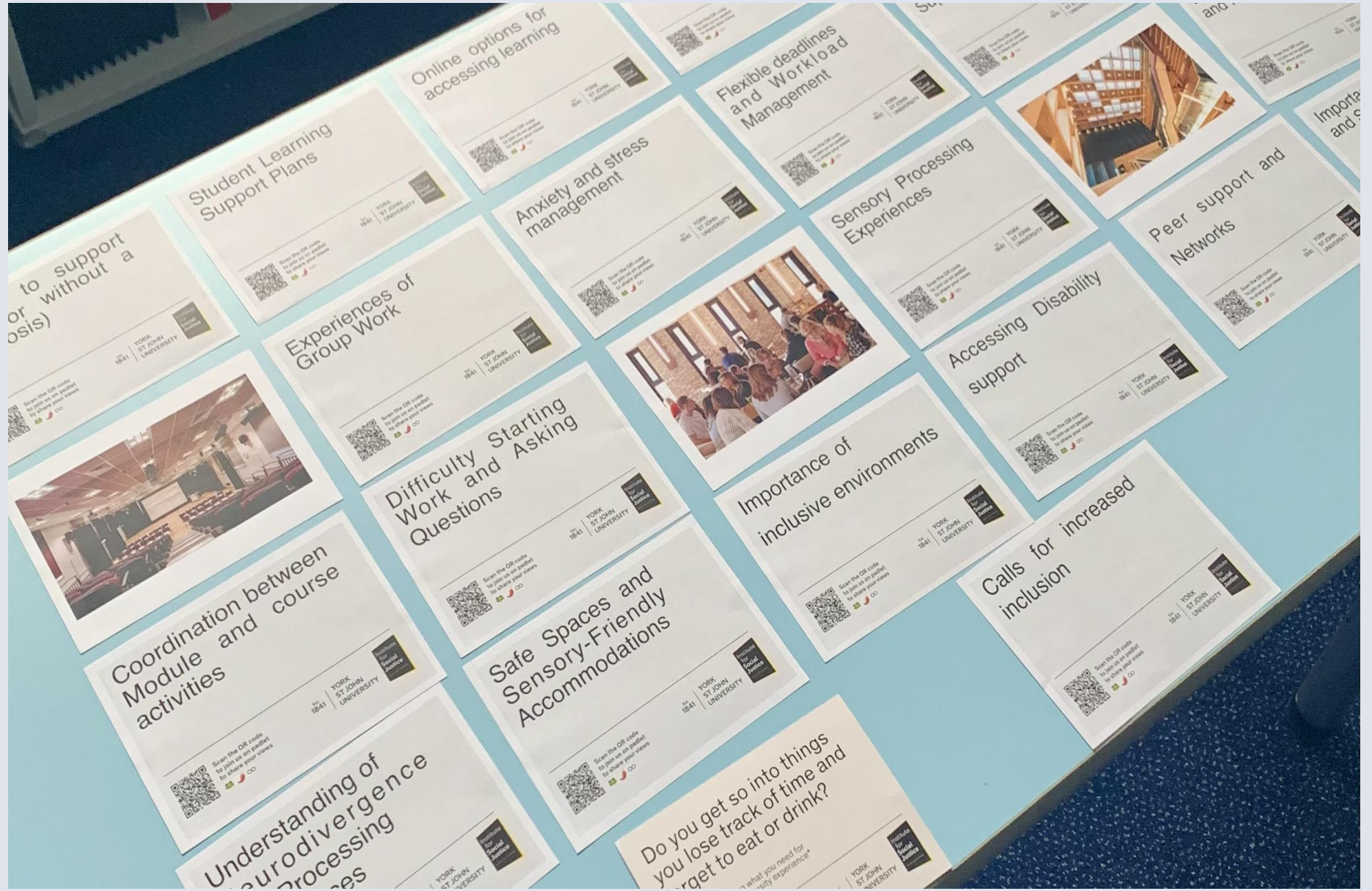
Knowing that my LSP is
actually read and
implemented by my tutors
would really help me feel like
I belong on campus,
sometimes it's awkward to
correct a lecturer because
they're going against

Option to work
from home.

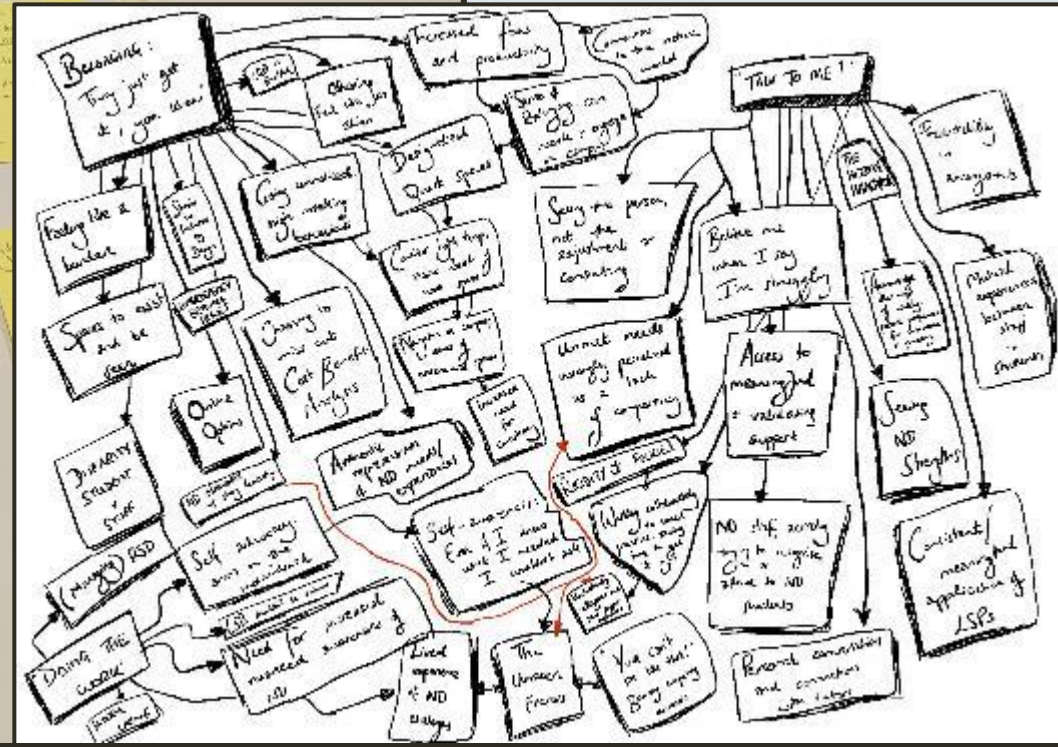
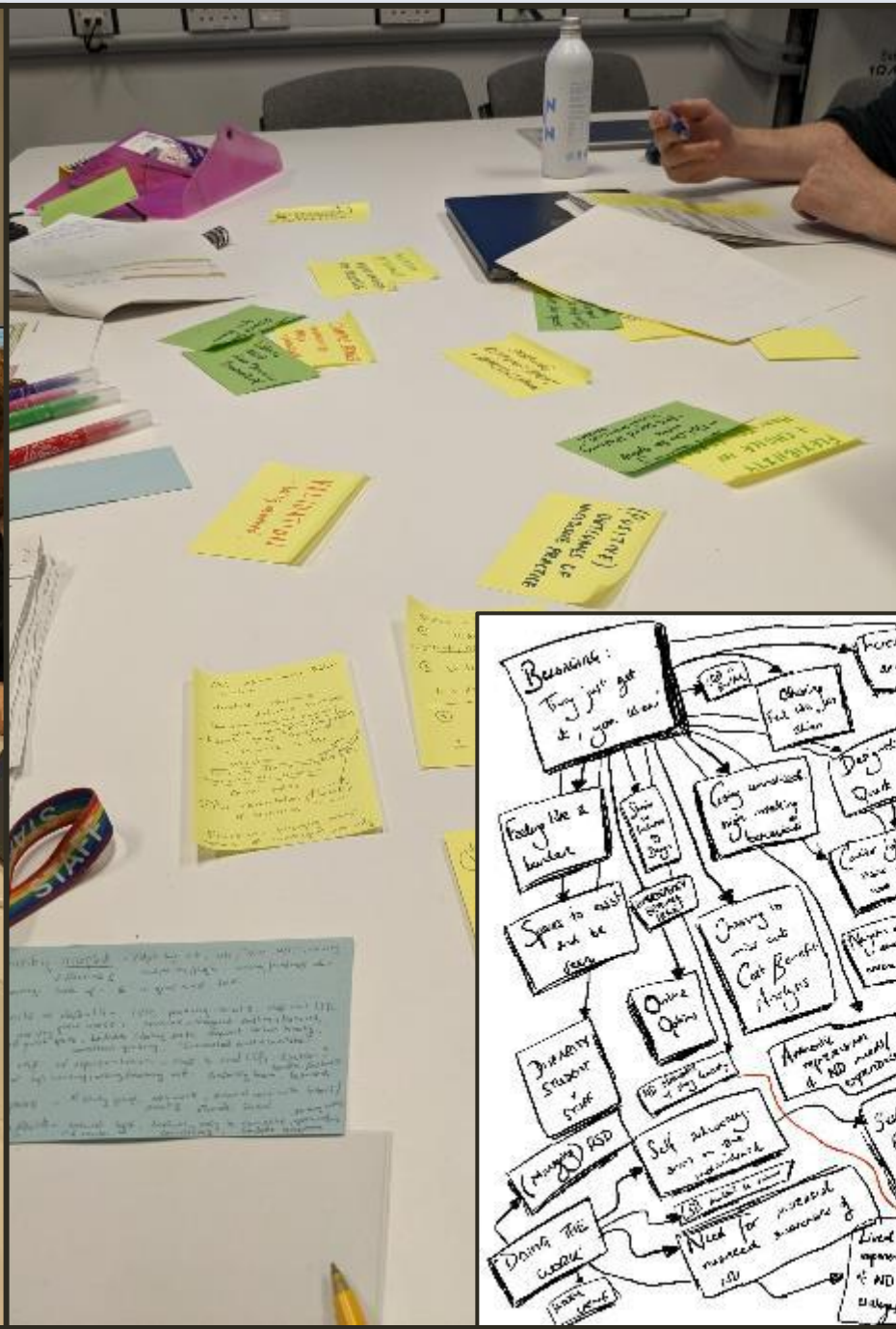
(live lectures / seminars /
workshops)

- LET IT COUNT TOWARDS
ATTENDANCE!

WHAT
WOULD
YOU
LIKE
TO
TELL
US?



ANALYSIS



RESULTS

(Positive) Outcomes
of Inclusive
Practice

Flexibility and
Choice in
Learning Preferences

Shared Responsibility
of
Representation

Campus Environment
by Default

Interdependency Between
Spaces and Experiences

Identity
Spaces

Validation; Being Believed

Inclusion
By
Default

Visible Acceptance of Difference

INC

RESULTS



• IN DIALOGUE: THE PRACTICE OF COLLABORATIVE LEARNING
 • CAN I SEE IT?
 • CAN I FEEL IT?
 • CAN I TASTE IT?
 • CAN I TOUCH IT?
 • CAN I HEAR IT?
 • CAN I SMELL IT?
 • CAN I TALK TO ME?
 • CAN THEY SHOW ME?

RESULTS

A suitable environment by default

“You can have that time away from being in an artificial, built-up, indoor environment... Perhaps having a more of a focus on an indoor-outdoor space or nature focus, I mean, the Creative Centre is brilliant, has loads of plants in it, smells like wood. It smells brilliant.”



Visible acceptance of difference



“I wish there was a place on campus that was ‘Stim safe’ where I didn’t have to worry about what others thought of my stimming when I’m studying.”

Provision guaranteed, not based on luck



“I think I've been incredibly lucky to have been mentored and championed by other disabled academics. And I think, I think not all, obviously there's a huge range of impairments, not everyone gets it, but having mentorship from autistic senior colleagues has been life changing for me.”

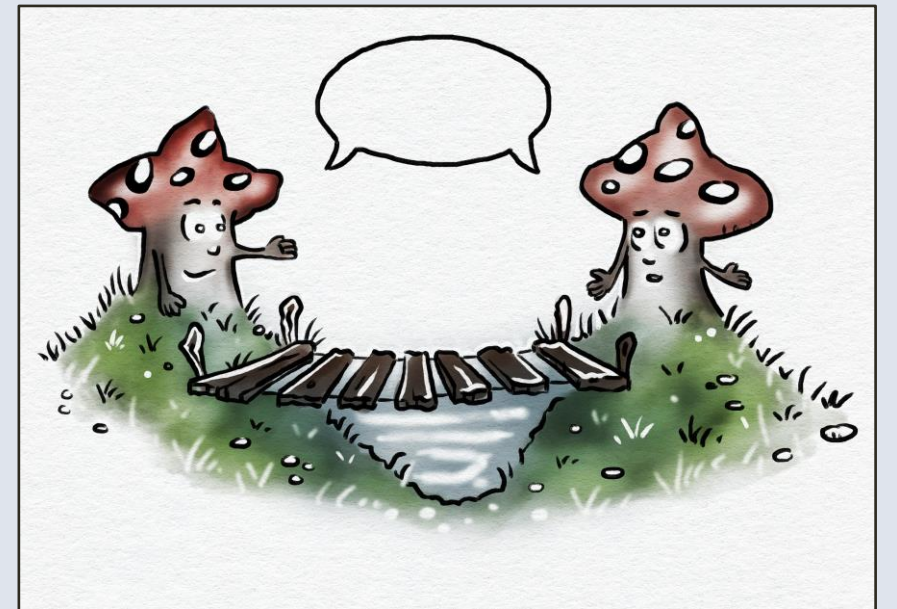
Share responsibility

“I am also really high masking and that can make it feel hard to ask for help because I think lecturers forget that I still have those needs”



Flexibility and choice in practices

“Yeah, our conversation with, like, words coming out of my mouth is so much easier for me. But, how do you assess that? So it has to be done on like, written work and stuff like that.”



Talk to me, listen, believe me



“Believe me when I say I am struggling; don't question me.”

All experiences are interdependent

“I don't have a diagnosis because I'm a woman and because [this city] doesn't allow you to get a diagnosis anymore unless you pay for it, and I can't really afford to pay for it.”

A model of **inclusive** belonging:

The collaborative and active practices of inclusive belonging

Can I see it?

Can I receive it?

Can we talk?

Can I exist here?

Can I thrive here?

PARTICIPANT RECOMMENDATIONS

EXTRACTED RECOMMENDATIONS WITHOUT

1. Deliver information using a slow, manageable processing and questions.
2. Deliver negatively charged information with ser
3. Signpost the support available more clearly and
4. Proactively reach out to students to let them kn
5. Offer flexibility and choice (e.g., allow students meeting if the meeting will be more productive
6. Offer a welcoming space which embraces and
7. acknowledge Rejection Sensitivity Dysphoria w formal processes
8. provide support (emotional or administrative) fo provide visual examples of how deadlines)
9. Be clear and explicit in instructions
10. Promote team working that reflects diverse skill strengths of individual staff members
11. Create a non-judgemental space for individual the fear of judgement/rejection
12. Consider disparities between students and staff
13. Offer more than a depersonalised email service
14. Clarify who is responsible for administering sup
15. Champion people who seek to access support
16. Utilise technological support where applicable (mind mapping, recordings etc.).
17. Offer checks to verify whether someone is rece entitled to ensure they are not wrongfully missi
18. Offer nuanced educational awareness courses integrate personal, lived experience with profes
19. Encourage receptiveness to learning about neu senior roles (e.g., line managers)
20. Provide ongoing and iterative support, rather th
21. Facilitate mentorship schemes (e.g., from autis
22. Offer online equivalents for engagement events
23. Offer reliable room booking services to increas routines

24. Distribute workload of mitigating interactional demands of individual communication preferences rather than assume ubiquitously suitable)
25. See communication as a collaboration
26. Be empathetic towards other person's processing styles and
27. Recognise the benefits of distributing workload more flex realistic opportunity

47. Ensure any member of staff offering support is formally trained and paid fairly
48. Offer help with schedule management and planning, accountability and personalised structure of workload.
49. View neurodiversity as continual; not something which exists in adolescence then disappears
50. Challenge negative, biased stereotyped presentations of neurodivergent members of staff

66. Promote well-being; provide relaxing, mindful activities and other calming activities across campus opportunities are well-publicised
67. Enhance the clarity, transparency, and accessibility Ensure that information about available support is removing any unnecessary barriers that might pre they need.
68. Encourage open communication and adaptability regarding workloads and meeting schedules (e.g. training on empathy and teamworking, regular ch

- campus (e.g., posters, workshops, and online resources to educate the university community.)
81. Implement mentorship programs that pair neurodivergent students with staff or peers who have similar experiences. Universities should facilitate more regular in-person meetups for neurodivergent students, in addition to existing online groups.
82. Increase visibility and awareness via implementing clear, visible communication opportunities about the availability of support groups through posters, flyers, and announcements on the university's website.
83. Signpost available support; make it easy to access and understand

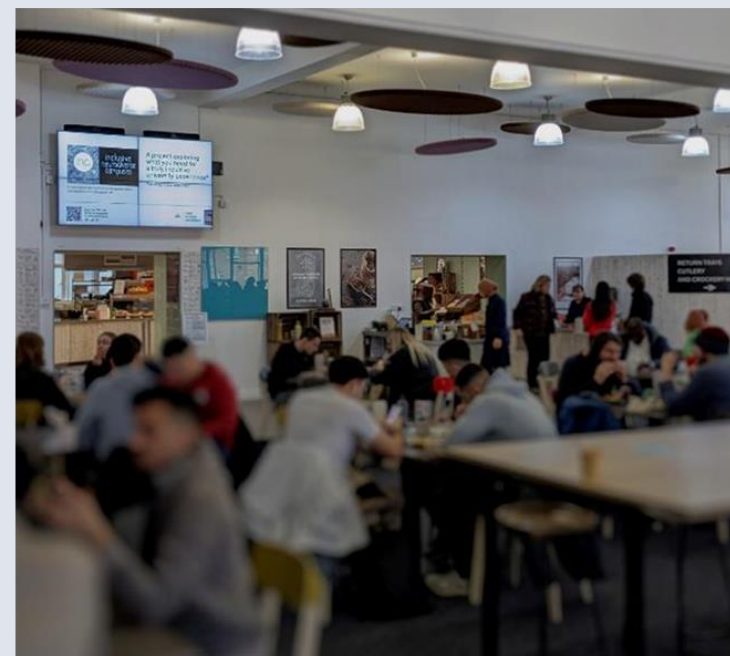
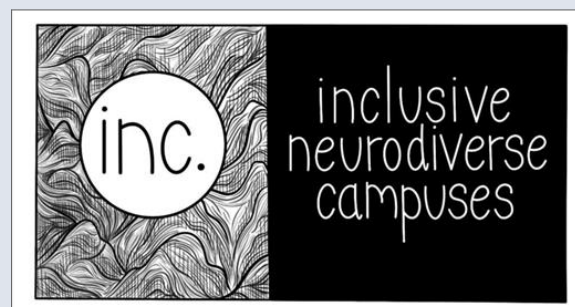
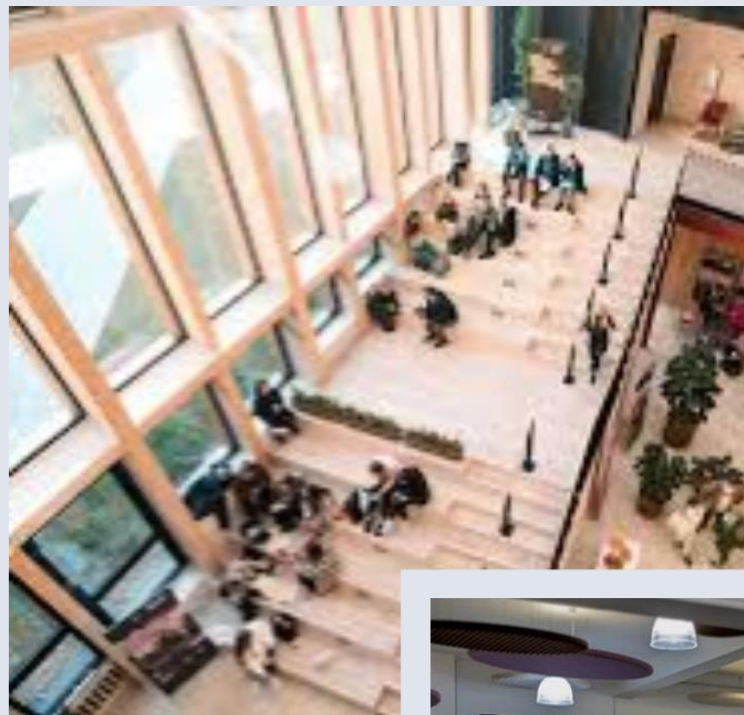
- * WORKLOAD STRUCTURING AND DELIVERY
- * FEEDBACK, COMMUNICATION AND COLLABORATION
- * PHYSICAL CHARACTERISTICS AND EXPERIENCE ON CAMPUS
- * SUPPORT, ACCESSIBILITY AND ACCOUNTABILITY
- * ADVOCACY EFFORTS AND EDUCATION

42. Talk to neurodivergent people and ask what their needs are
43. Disambiguate jargon as a means of disassembling system progression
44. Educate people on campus about neurodivergent needs in
45. Offer lecture recording facilities.
46. Champion flexibility in assessment structure and delivery

63. Support line managers in supporting their team members
64. Increase use of varied textiles on campus; use lower level lighting and establish quiet spaces that can be booked to secure access to uninterrupted time alone if needed
65. Raise awareness (e.g., via campaigns) that promote acceptance, encourage and normalise the use of sensory aids and tools such as noise-cancelling headphones, ear defenders, fidget toys, and sensory stimming toys, among both staff and students on campus. Provide access to these tools in common areas.

- feedback on the university's inclusivity practices. This can include surveys, focus groups, and open
79. Demonstrate a commitment to inclusivity by imple feedback into policy and practice. This can be co the university community feels heard and valued.
80. Align inclusivity practises and policies with up to c research-informed initiatives and policies, create disseminate the correct terminology and underst

WHAT NEXT?



THANK YOU FOR LISTENING. ANY QUESTIONS?

