Neuro-Inclusive Communication

expanding our communication repertoire beyond neurotypical communication

Session Learning Objectives

By the conclusion of this session, RAs will be able to:

- Think critically about the established guidelines for communication

- Recognize neurodiversity among residents

- Utilize neuro-inclusive communication techniques in order to better connect with residents

- Think critically about the difficulties neurodiverse residents may encounter while living on campus

- Refer neurodiverse residents to on-campus resources

What is Neurodiversity?

Used often in the context of Autism Spectrum Disorder (ASD), neurodiversity refers to a concept where neurological differences are to be recognized and respected as any other human variation.

Who does this concept include? People with...

- ASD
- Dyslexia
- ADHD
- Etc.

Neurodiversity rejects the notion that cognitive variation should be cured.
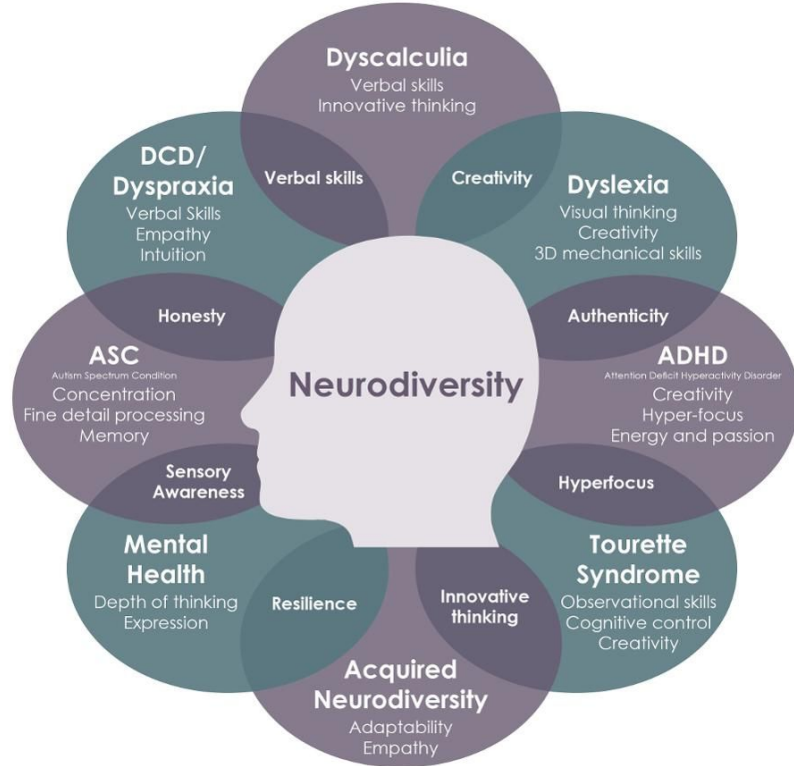
Created by Dr Nancy Doyle based on the work of Mary Colley

Neurotypical Guidelines for Effective Communication

- Active Listening

- Nonverbal Signals

- Keep Stress in Check

- Ask Questions

- Be Clear and Succinct

Neurodiverse Communication Characteristics

- Limited small talk

- Blunt and unfiltered opinions if prompted

- Few statements of the obvious

- Generally blunt and succinct

- Less eye contact - sensory overload

- Limited body language

Relation of Neurotypical to Neuro-Inclusive Communication

- Active Listening: Yes - but vocal inflection does not apply

- Nonverbal Signals: not typically used among autistic individuals

- Keep Stress in Check: people with ASD may have a harder time keeping stress in check

- Ask Questions: response will most likely be blunt and honest

- Be Clear and Succinct: Yes - very few exceptions

Tips

- Use simple phrases, along with grabber and connector words

- Keep wordiness to a minimum

- Pause between information

- Remain committed to being understood and understanding others

- Be blunt; avoid colloquialisms and metaphors when possible

Campus Resources and Involvement

- LINKS program in South E: peer mentor program

- DSR: educational aid

- START Project: involvement in autism activism

- Education-Based Evaluations for ASD: teacher resource

Wrap-Up

- Questions

Sources

- https://www.youtube.com/watch?v=Qvvrme5WIwA
- https://www.youtube.com/watch?v=41CpdIG0-iI
- https://aura.antioch.edu/cgi/viewcontent.cgi?article=1369&context=etds
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