
Reasonable Adjustments
for members with additional
needs.

Who am I?

Sharon Musk

Parent

Cub Leader

Teacher

Neurodiversity

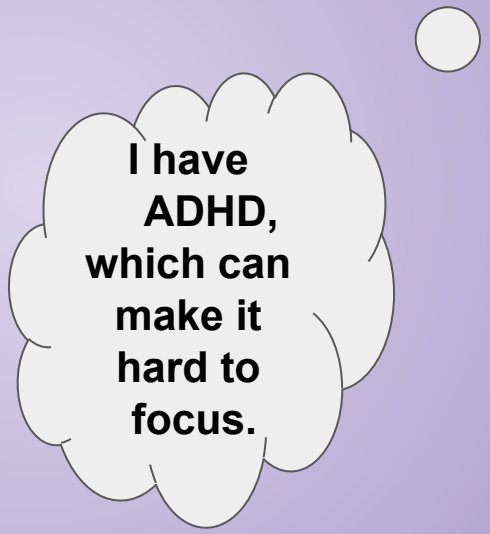
What is Neurodiversity?

- Have you noticed that everyone thinks, learns and processes information differently?

- **Neurodiversity** is based on the idea that everyone has a differently-wired brain and their own unique way of thinking and experiencing the world.

Do These Differences Have a Name?

- Some of the different ways of thinking, learning, interacting and perceiving the world have been given labels, such as:
  - ADHD
  - autism
  - dyslexia
  - dyspraxia
  - Tourette Syndrome



ADHD

- About 4% of the population have ADHD.
- ADHD affects a person's ability to focus. It can cause inattention, hyperactivity and impulsiveness.
- People with ADHD can be some of the most creative members on a team, bringing energy and new approaches to their projects.
- Several studies have shown that adults with ADHD tend to be out-of-the-box thinkers and calm under pressure.

Autism

- About 2% of the population is autistic.
- Autism affects how a person perceives the world and interacts and socialises with others, making it difficult for them to pick up social cues and interpret them.
- Autistic people are very sensitive to lights, noise, touch and smells, which can sometimes cause them distress.
- People on the autistic spectrum are highly logical and good at absorbing and remembering facts, attention to detail, and recognizing patterns.

Dyslexia

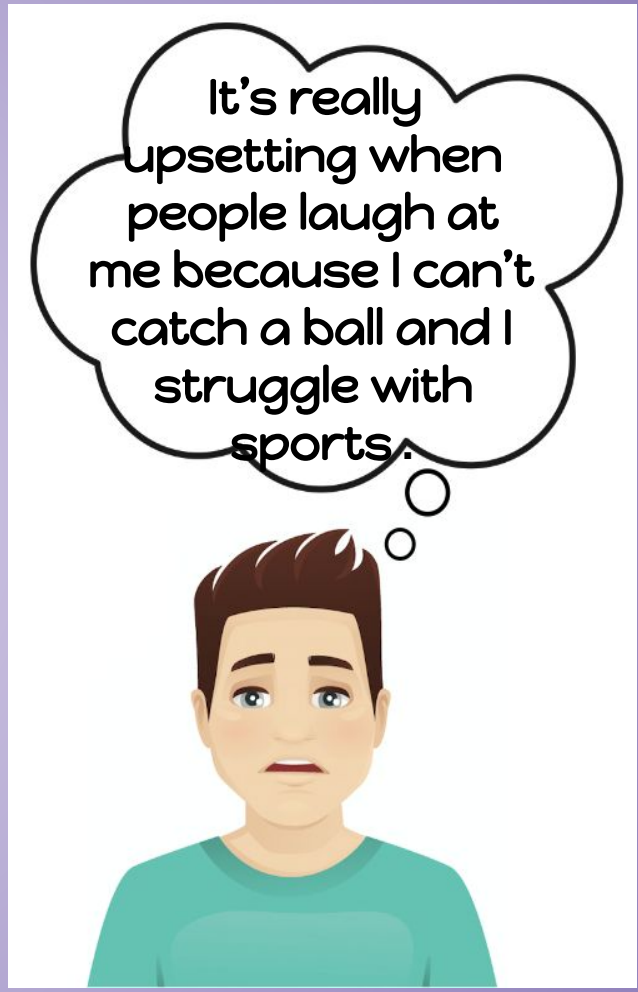
- About 10% of the population are dyslexic.
- Dyslexia is a language processing difficulty that can cause problems with reading, writing and spelling.
- It can cause difficulties with processing information quickly, organisation, sequencing, spoken language and motor skills.
- Dyslexic people can be very good at creative thinking, problem solving and verbal communication.
- About 35% of entrepreneurs (business owners) are dyslexic.

Dyspraxia

- About 6% of the population are dyspraxic.
- Dyspraxia affects your physical coordination.
- Dyspraxic individuals are seen as extremely clumsy because they often trip, accidentally bump into people and things, and drop things.
- Dyspraxia can affect your fine motor skill, such as your handwriting, ability to tie your shoes and doing up buttons.
- It can also affect your gross motor skills, such as being able to catch and kick a ball, run and ride a bicycle.

Dyspraxia (cont.)

- Dyspraxia can also affect your ability to organise yourself.
- Many dyspraxic children dislike PE class and sports, because their clumsiness sometimes causes others to laugh and make fun of them.
- Dyspraxic people are creative, determined and really good at developing their own strategies to overcome difficulties.



Tourette Syndrome (TS)

- About 1% of the population have Tourette Syndrome.
- Tourette Syndrome (TS) causes sudden, uncontrolled, repetitive muscle movements and sounds called “tics.”
- Stressful situations can make the tics more frequent, longer and more severe.
- Students with TS are frequently bullied at school.
- People with TS are faster at assembling sounds into words (phonology) and are often high-achieving, creative and empathetic (understand and caring).

Sensory Processing

How many senses do we have?
Can you name them?

Dancing with the 6th & 7th Senses

Proprioception
The 6th Sense

The body's ability to sense itself in space

Interoception
The 7th sense

The body's ability to sense itself from inside

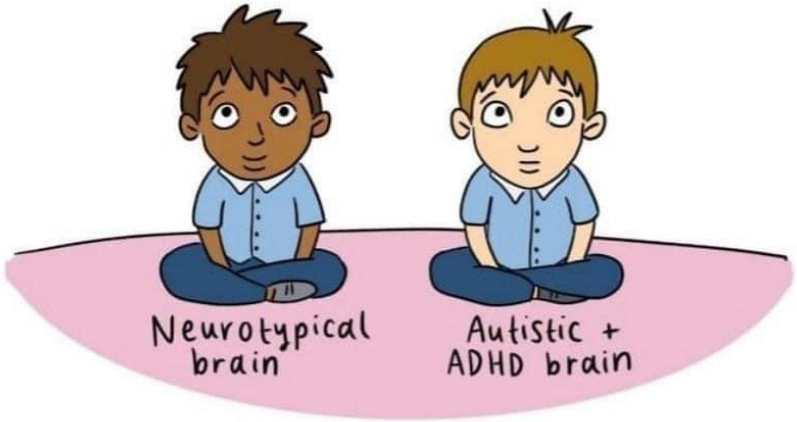
So, why are we seeing more members with additional needs?

Scouts - A group that encourages children and young persons from 4-18 years old to make progress in their hobbies and to try out activities that are new to them while earning badges to wear on their uniforms.

How can we support these children? (and the rest of the pack?

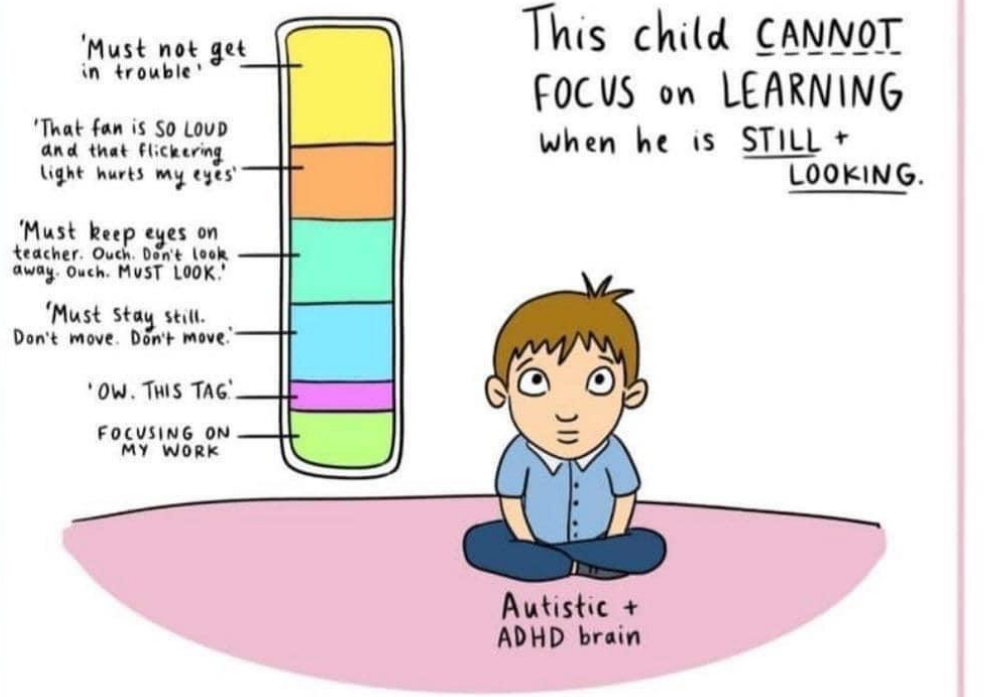

This is what
GOOD ~~LEARNING~~ listening
looks like.
Sitting still
Looking
RIGHT?
NeuroWild

Let's have a CLOSER look at these two brains...



NeuroWild


'I'm getting pretty hungry'
FOCUSING ON MY WORK
This child can FOCUS on LEARNING when he is STILL + LOOKING.
Neurotypical brain
This is what GOOD LEARNING looks like for this child.
NeuroWild

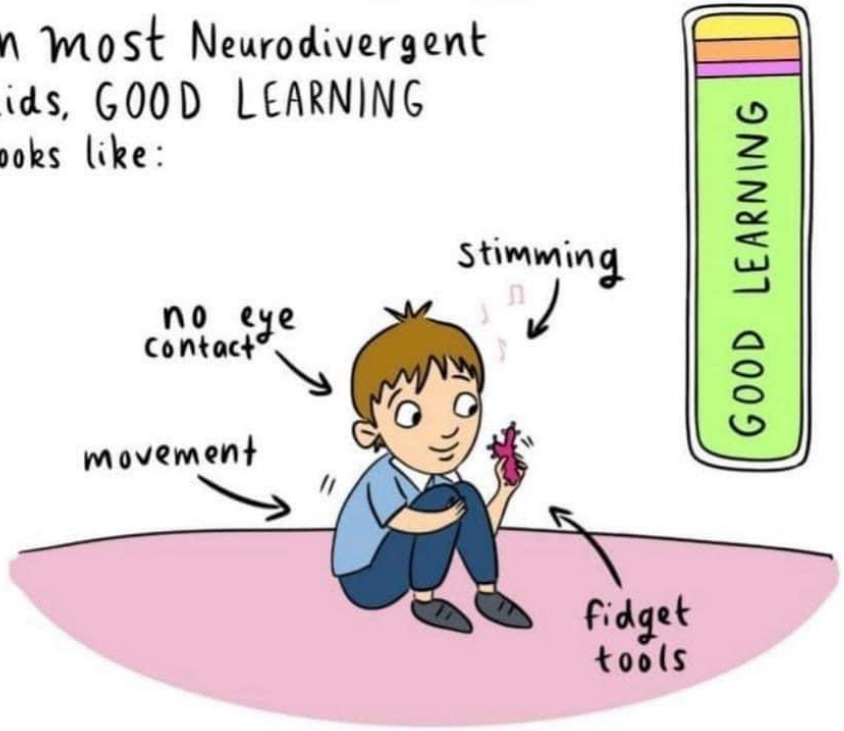


This is NOT what GOOD LEARNING looks like for this child.

NeuroWild


If the main goal
is GOOD LEARNING...
GOOD LEARNING
GOOD LEARNING
Neurodivergent kids
can't be asked to do this
NeuroWild

In most Neurodivergent kids, GOOD LEARNING looks like:



This is the RIGHT WAY for this child to LEARN.

NeuroWild

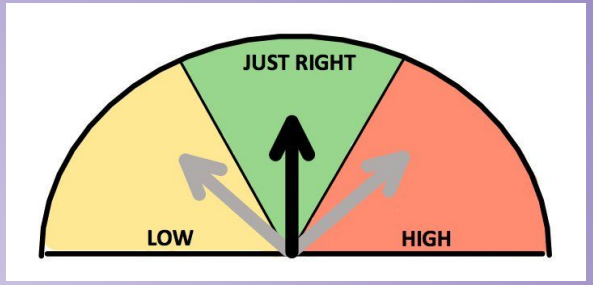
All students must be allowed to do GOOD LEARNING.

NeuroWild

Making a meeting inclusive

- Keep members updated with what is on the programme
- What do they do when they arrive?
- Regular routines
- Explain the format of the meeting
- What happens when an activity is finished?
- Games - what to do if Cubs are out?
- How does a meeting end?

Self-Regulation



Getting into and maintaining the level of calmness or alertness that is just right for the situation is known as self regulation.

Self-Regulation is a person's ability to

- adjust their level of alertness to the demands of their environment
- achieve their goals
- display their emotions or behaviour in socially appropriate ways.

A child develops the ability to self regulate as they get older.

Components of Self Regulation

3 Components of Self-regulation:

Emotional Regulation

Executive function (including Regulating impulses)

Sensory Regulation

What is Emotional Regulation?

Ability to control emotions .... to meet your goal

Understanding others perspectives are also used in regulating emotions.

What is Executive Function?

Executive function is like a command or control centre that oversees actions and mental operations.

For example:

Planning and organising actions

Executing a plan

Impulse control

Self-talk (internalisation of speech)

Common self-regulation/calming challenges

- Can be over-excitable a lot of the time, find it difficult to wait for their turn, shout out, rush at tasks and be on the go.
- They may find it difficult to transition from fast paced playtime to standing in line difficult.
- Have challenges with controlling their emotional states e.g. frequent and sometimes lengthy tantrums

Sensory strategies

Alerting Activities

Put wiggles in body - shake arms, legs...

Jumping on the spot

Wobble cushion on chair to provide movement.

Fidgets referred to as 'Brain Toy, Brain Food'

Find the itch - rub arms, legs...

Calming Activities

For older kids - press-ups

Soft constant lighting and pastel colours

Stretches in chair, hold onto back and stretch/lean forward

Walls are falling down, children push against walls

Auditory Activities

- Noise reducing headphones, ear muffs or earplugs.
- Consider position and the sources of noise
- Play a relaxation cd or a cd of nature sounds, “white” noise or soothing music.
- Prepare child for any loud noises which can be predicted e.g. fire alarm. Try using social stories.
- Remove the child from the area until the sound goes away.
- Have a quiet area for the child to retreat to when noise becomes overwhelming.
- Be aware of low level background noises e.g. Ticking clocks. Adapt or remove where possible.

Zones of Regulation

Introduction

- Zones of Regulation is a curriculum designed to help students develop their ability to self-regulate emotions
- The zones are four colours that represent emotions
- There are 4 main sections of the curriculum;
  1. Understanding what the different zones mean
  2. Increasing awareness of own emotions
  3. Learning strategies to regulate these emotions
  4. Monitoring and assessing progress

My Emotions . . .

Moving Slowly

Sad

Feels Down

Gloomy

Sleepy

Bored

Tired

Can't Focus

Blue

I'm Ready

Focused

Calm

Smiling

Happy

Relaxed

Feels Safe

Laughing

Green

Wobbly

Annoyed

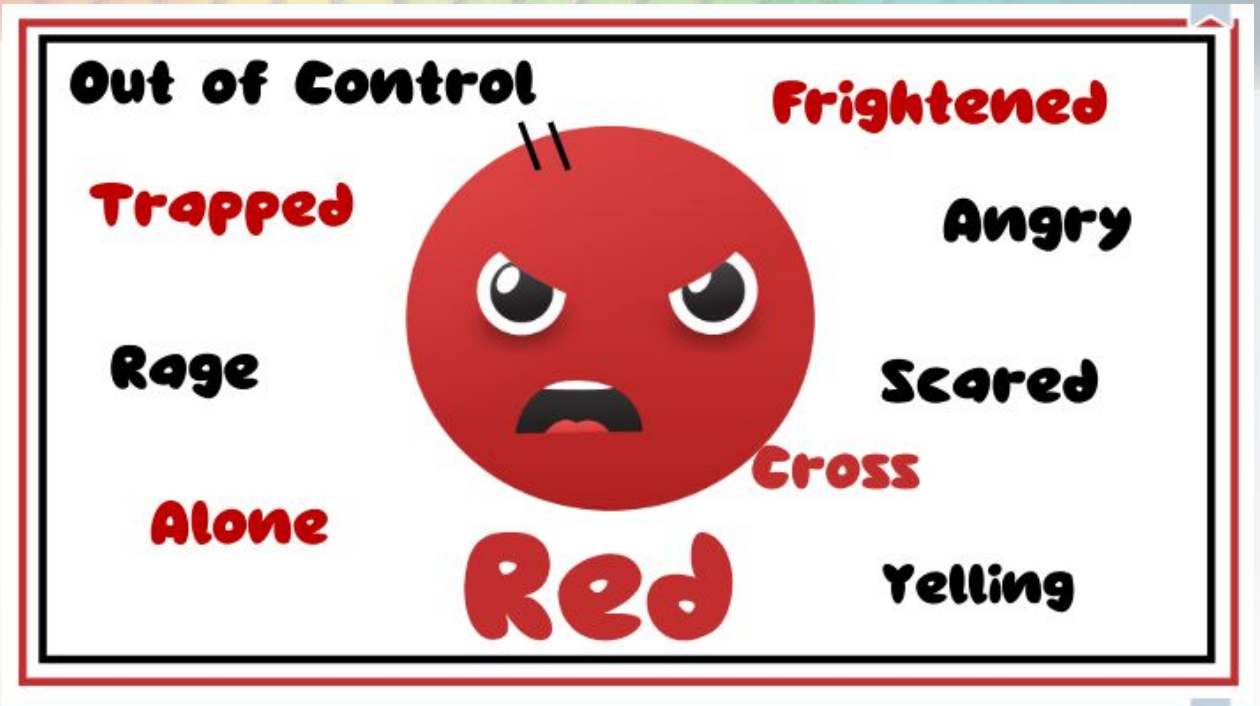
Frustrated

Can't Calm

Silly

Excited

Yellow


Out of Control
Frightened
Trapped
Angry
Rage
Scared
Cross
Alone
Red
Yelling

Check-In

- Which zone are you in?
  - say which Zone you are in today (and you can say why if you want to)

Movement Break

- Self regulate by having a movement break
- Walk around the room, do some stretches, etc.
- Could play some relaxing music during our movement break as an additional sensory support

  TODAY
- Please take your own break - try doing some stretches and listening to some music. See how you feel afterwards.

Calming Techniques