

CELEBRATE
NEURODIVERSITY

De-Pathologising for Collective Empowerment

Cheryl Yi Mei Long, Romy Graichen, & Kate Jones

GREETINGS EARTHLINGS!



Where in the world are you Zooming from?

let us know in the chat

OBJECTIVES

- 1 To increase understanding and awareness and thereby acceptance of difference
- 2 To unlearn some information and theories you might have that may be outdated, may be challenged and in need of updating
- 3 To depathologise and instead to listen and learn from ND lived experience
- 4 To decenter NT thoughts and theories on ND experience

When we know better, we do better

NEURODIVERSITY

NEUROTYPICAL

NEURODIVERGENT
OR NEURODISTINCT

Bipolar Dyscalculia ADHD/ADD PDA
Dyspraxia/DCD Autism Dyslexia
Developmental Delays Auditory Processing Tourette's Syndrome Sensory Integration Disorder
Tic Disorder Depression Dysgraphia OCD and more....

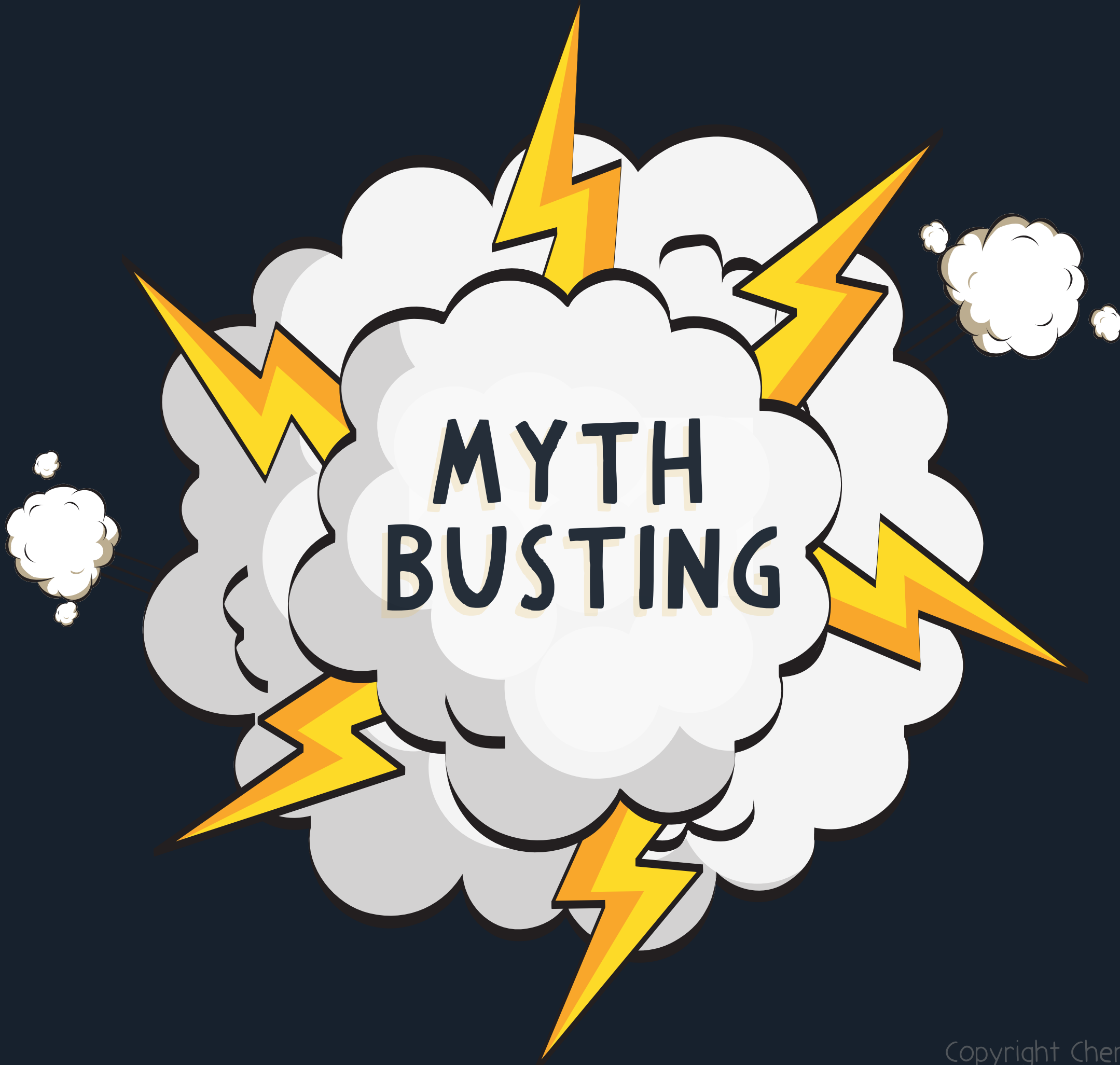
WHO'S IN THE ROOM?

press **1** IF YOU IDENTIFY AS NEURODIVERGENT or NEURO DISTINCT

press **2** IF YOU IDENTIFY AS NEURODTYPICAL

press **3** IF YOU'RE NOT SURE

we ❤️ Neurolurkers



EMPATHY

(TO FEEL INTO)

- ★ Perspective-taking (putting yourself in someone else's shoes)
- ★ Staying out of judgment and listening
- ★ Recognising emotion in another person that you may have felt before
- ★ Communicating that you can recognise that emotion (Brené Brown)

Hmm...

Brene Brown, from Theresa Wiseman, 1996

Translated from the German Einfühlung drawing on the Greek "em" for "in" and "pathos" for "feeling"

First occurred in 1908 in English Language

THE DOUBLE EMPATHY PROBLEM

- ★ "Disjuncture in reciprocity between differently disposed social actors"
- ★ When people with very different experiences of the world interact with one another they struggle to empathise with each other
- ★ This is likely to be exacerbated through differences in communication

Milton 2012

EINFÜHLUNG

(TO FEEL INTO)

- ★ First coined in 1873 Robert Vischer describing aesthetic relationship to art objects
- ★ Ability to engage with our world emotively
- ★ Projecting oneself into another body, environment, piece of art, or literature
- ★ Interactional and emotional skill
- ★ Not restricted to human relationships

COMMUNICATION STYLES

CONCLUDERS

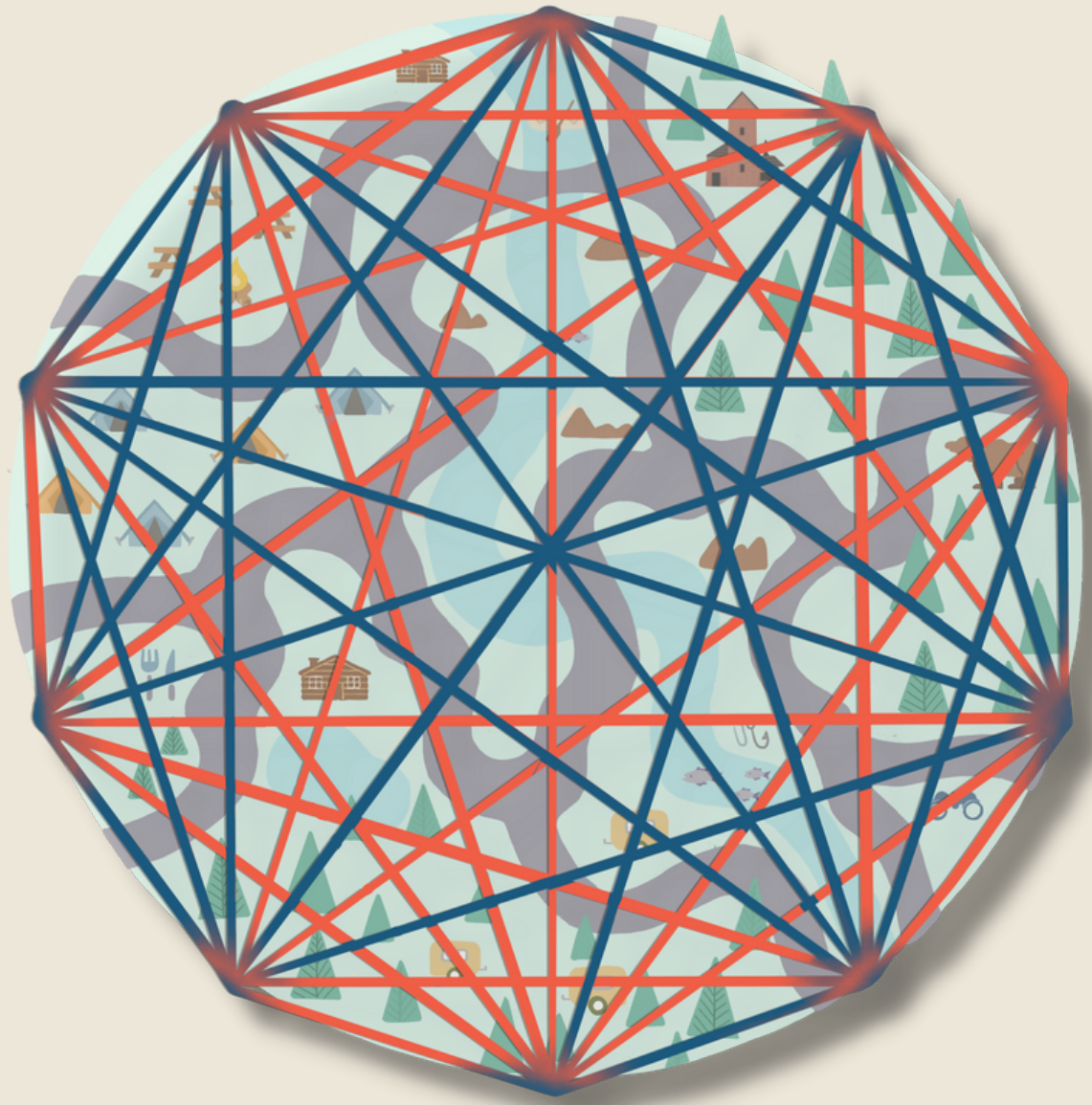


"Concluders" speak with the intention to make a point - can range from "blunt" and direct to flowery language, metaphors, and effusive storytelling

Vance, 2021

COMMUNICATION STYLES

WEAVERS

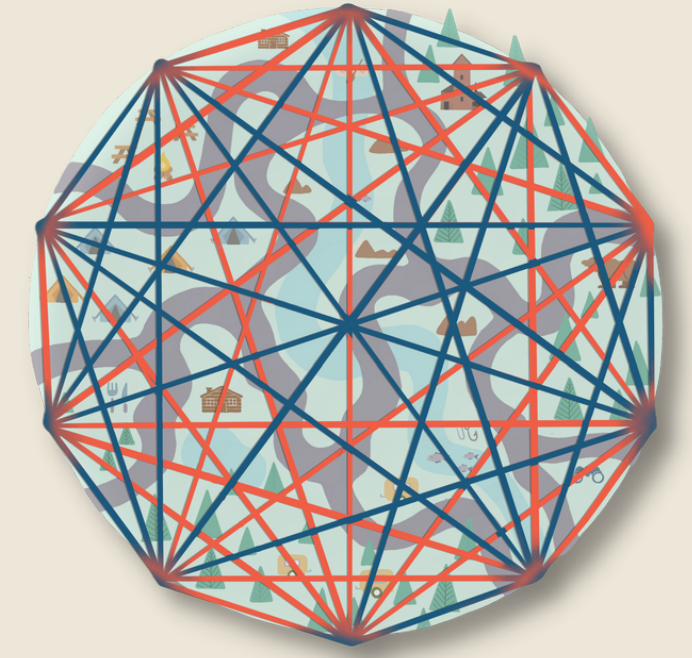


"Weavers" are looking, instead, to weave a tapestry. Many "points" which are intended to intersect with their conversational partners' points. Weavers do this by stating facts.

Vance, 2021

COMMUNICATION STYLES

WEAVER - WEAVER



Weaver Jo: I stubbed my toe again

Weaver Alex: I got my tie caught in the paper shredder at work

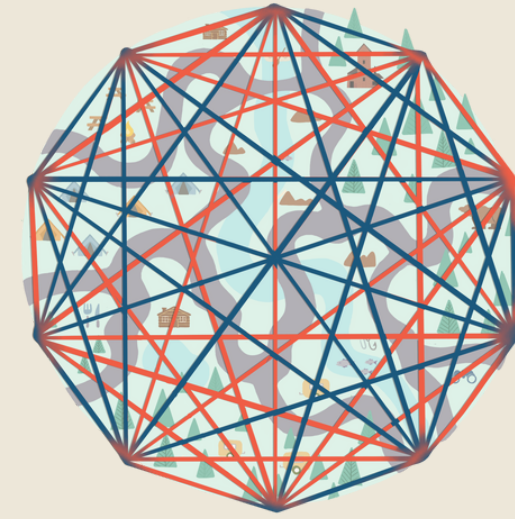
Weaver Jo: I poured myself a pot of coffee but forgot the filter

Weaver Alex: I put the soap on my toothbrush again.

Weaver Jo: You win.

COMMUNICATION STYLES

WEAVER - CONCLUDER



- Weaver Jo:** I stubbed my toe again
- Concluder Reese:** That must have hurt. Are you okay?
- Weaver Jo:** I guess, it still hurts a little
- Concluder Reese:** Do you need to go to the doctor?
- Weaver Jo:** I can still bend it.
- Concluder Reese:** So you don't think it's broken?
- Weaver Jo:** It isn't swollen or bruised.

REFLECTIVE EXERCISE

In the examples, who feels that they are being understood?

What might be frustrating for the conclusers?

What might be frustrating for the weavers?

Is this something you can relate to or have experience of?

ENGAGE IN WHATEVER WAY IS COMFORTABLE: Breakout rooms, stay right here, take some time to reflect or give it a miss completely. Whatever feels right.

THINKING STYLES

SYSTEM 1 THINKING: Fast, intuitive, unconscious, thought.

Most everyday activities engage system 1 thinking (like driving, cleaning, talking in your native tongue etc.)

SYSTEM 2 THINKING: Slow, calculating, conscious thought.

Used in difficult math problems or pondering about a philosophical problem

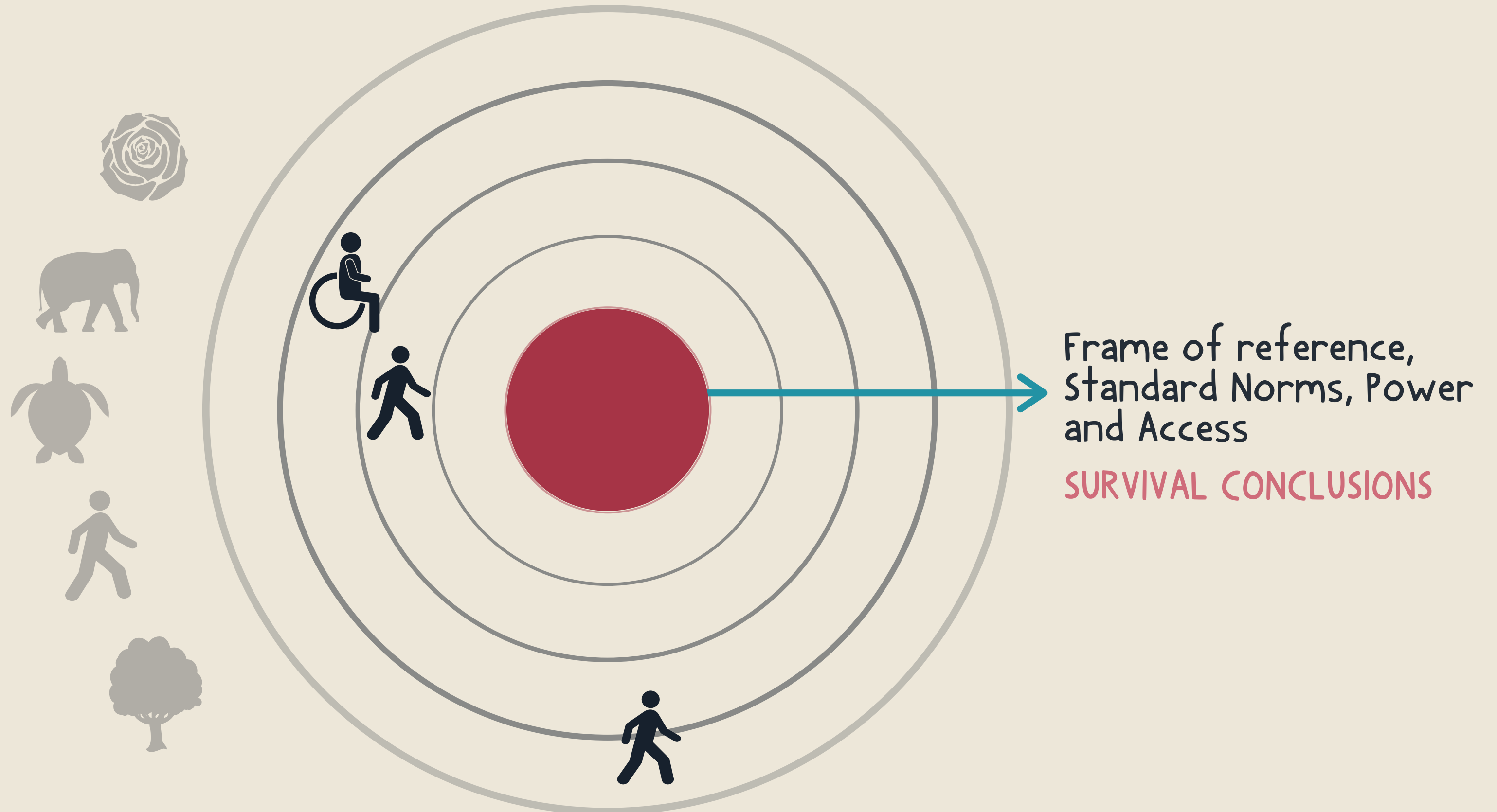
Kahneman, 2013

Talking across neurotypes and communication types means switching to system 2 thinking

DE-CENTERING NEURONORMATIVE STANDARDS

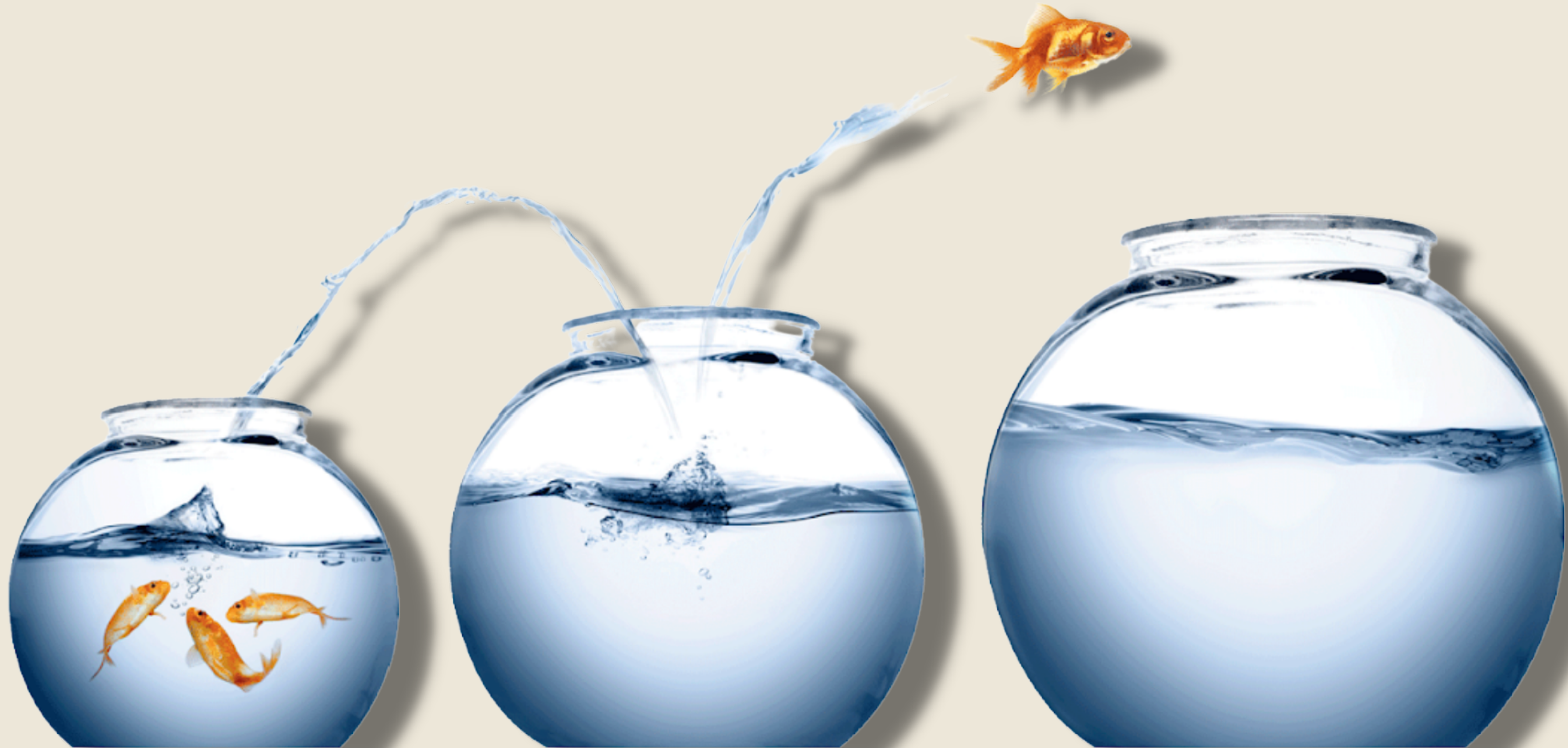
How does the institution of psychotherapy
reinforce systemic oppression?

GLOBAL SYSTEMIC OPPRESSION



ASSIMILATION PROCESS

The more we assimilate, the more access to power and privilege



EXAMPLES OF NEUROTYPICAL DOMINANCE, MACRO & MICRO-AGGRESSIONS

DIAGNOSTIC & TREATMENT PROCESS

The more we assimilate, the more access to power and privilege



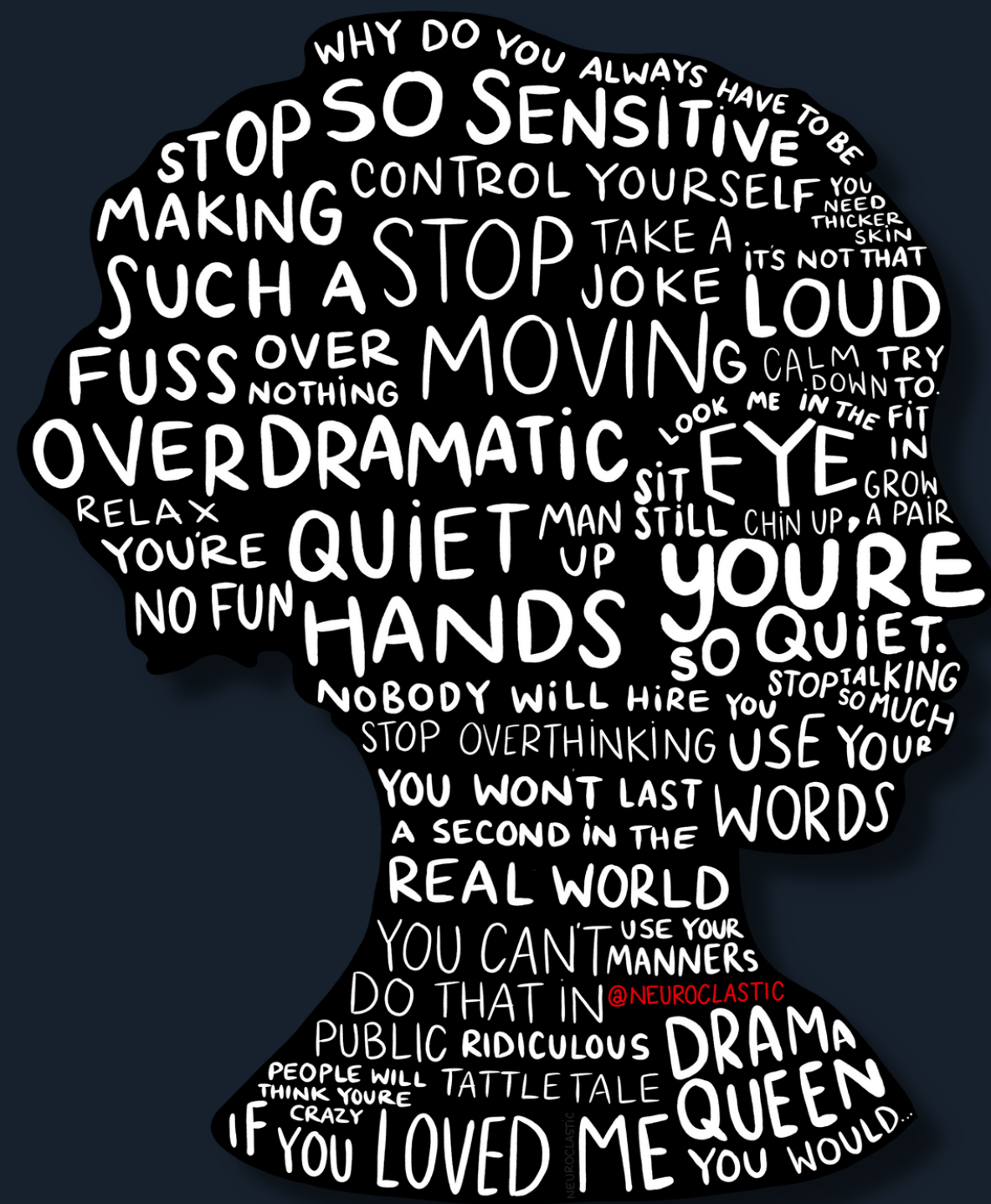
STEW VS BUFFET



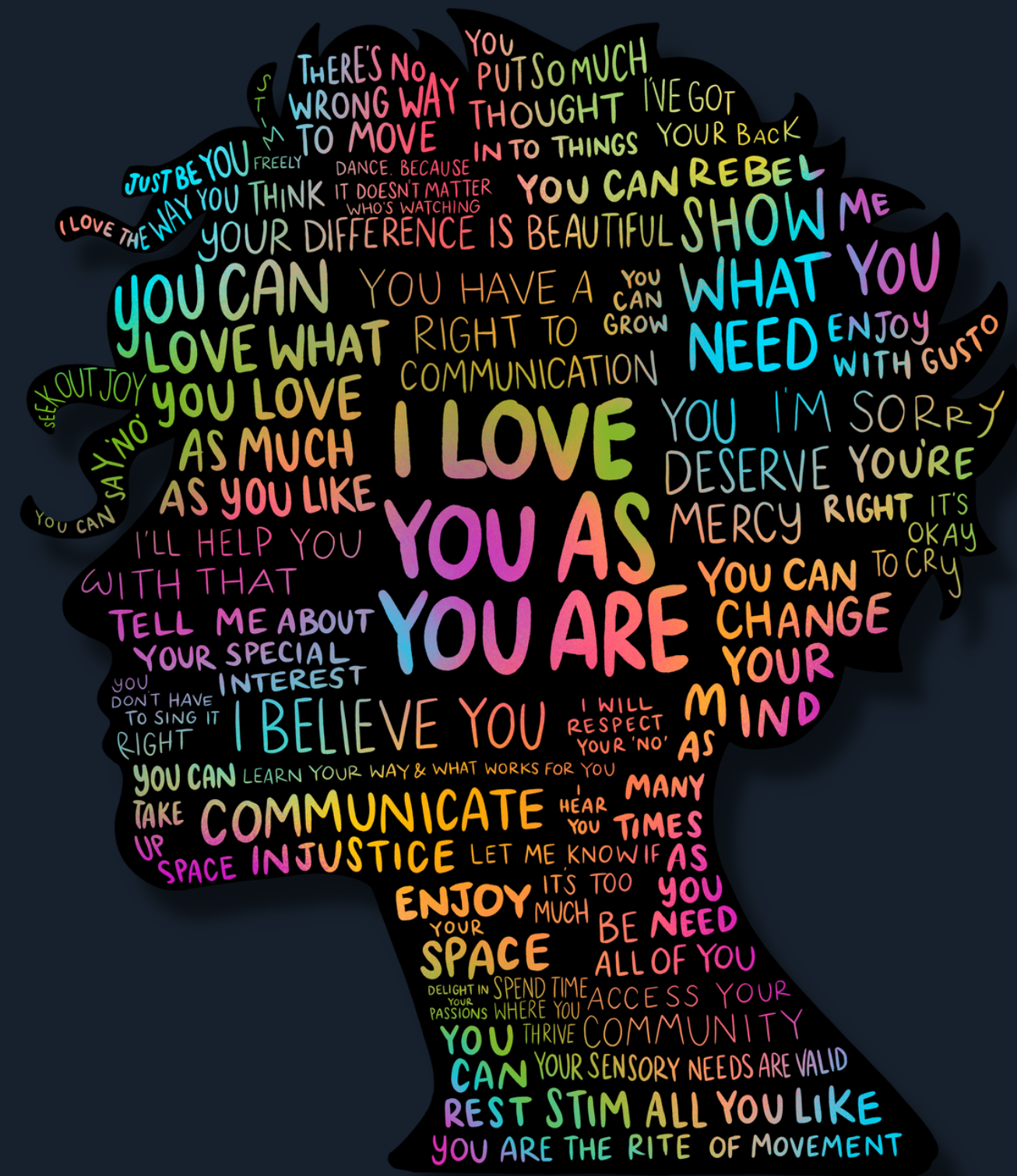
Pathologising assumes a norm and expects assimilation

De-pathologising de-centers assumptions of neuronormalcy

DIFFERENCES DON'T HAVE TO BE THREATENING

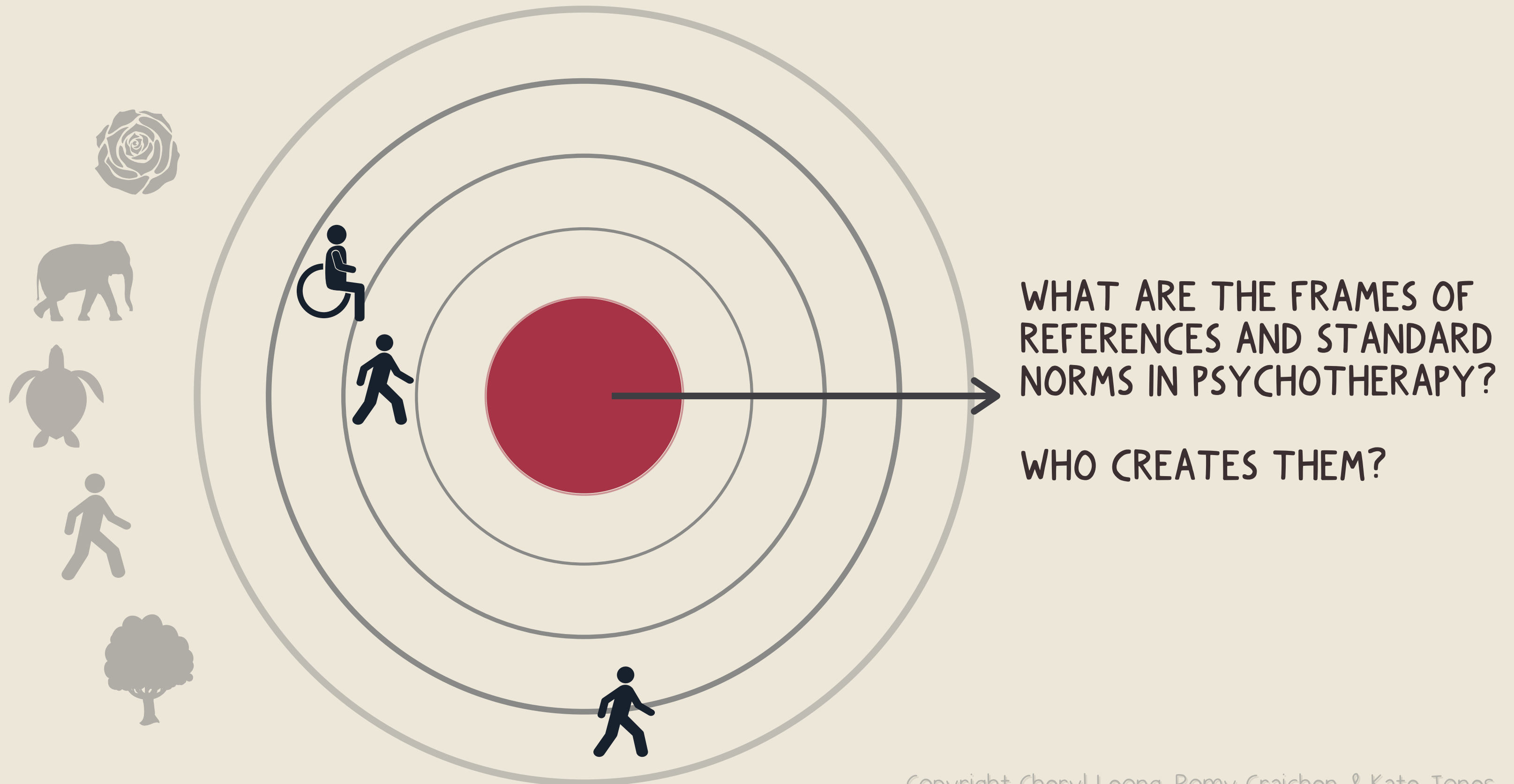


DON'T BE LIKE YOU, BE LIKE ME



BE ALL OF WHO YOU ARE

GLOBAL SYSTEMIC OPPRESSION



DE-CENTERED EQUITABLE SYSTEM





COMPLEMENTARY FUNCTIONS

OUR ASSETS

HOW TO BE AN ALLY

Awareness of double empathy, communication, and thinking styles

Learn it - seek out ND community, ND lead training and education.

Be prepared to make inclusive accommodations that support your clients to be themselves

Build on their existing strengths and foster these

Support and encourage them to connect with others of the same neurotype to foster a sense of community, belonging, and self-acceptance

Create inclusive accessible space that affirms all bodies, minds, and identities

REFLECTIVE EXERCISE

What does your neurotype bring?
What do others bring to you?
What do you need from others?
How can others be an ally to you?

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CONTACT US

Cheryl Leong

cheryl@cherylleong.com

Romy Graichen

talk2Romy@gmail.com

Kate Jones

kate@autconnect.org