

NIC ICTU Union Learning Conference



Neurodiversity in the Workplace: Breaking Down Barriers to Success

Thursday 27 March, The MAC, Belfast

Ulf Union
learning
fund
Northern Ireland

STRONGER TOGETHER
CONGRESS
Irish Congress of Trade Unions
Northern Ireland Committee

Welcome to Delegates & Guests

Introduction

Gerry Murphy

Assistant General Secretary, ICTU

Opening Address

Louise Watson

**Director of Further Education Division,
Department for the Economy**

Launch of the NIC ICTU Neurodiversity Guide

Jacquie White

Chair of the Northern Ireland Committee, ICTU

Neurodiversity Reps Training

Kevin Doherty
Education Officer, ICTU

ICTU Learning Hub & Value My Skills

Julie Gorman

Union Learn Project Officer, ICTU

ICTU LEARNING
HUB



www.open.edu/openlearn/ictu-learning-hub

or

www.ictuni.org/union-learn

Irish Congress of Trade Unions Learning Hub

This OpenLearn hub, prepared in collaboration with the Northern Ireland Committee of the Irish Congress of Trade Unions, features free, flexible, distance learning content designed to support employability and upskilling.



Numeracy ICT Union Learning Works



OpenLearn

Home

Free courses

Subjects

Study skills

Work skills

Help

Refine by

Reset all

Select a resource

☒ All content

☐ Articles

☐ Free courses

☐ Videos

☐ External links

Category

☒ All Categories

☐ Essential Skills (English & Maths)

Sort by: Newest

Results: 64 items

☒ Grid

☐ List



Health, Sports & Psychology

Caring for adults

Caring for adults is an introductory course for anyone in a caring role, either paid or unpaid. It builds on what you already know to give you a better...

Free course

15 hrs



Science, Maths & Technology

Understanding autism

Learn about autism, one of the most challenging long-term conditions of the century. This free course, Understanding autism, introduces the autism spectrum...

Free course

24 hrs



Nature & Environment

Energy in buildings

Themes covered in this free course, Energy in buildings, include reducing heating demand in buildings, heating systems and fuel emissions, and...

Free course

10 hrs

Category

☒ All Categories

☐ Essential Skills (English & Maths)

☐ IT & Digital Skills

☐ Employability

☐ Health & Social Care

☐ Teaching & Education

☐ Business & Finance

☐ Leadership & Management

☐ Construction & Engineering

☐ Community & Voluntary

☐ Green Skills

☐ Neurodiversity

Neurodiversity Section



Science, Maths & Technology

Understanding autism

Learn about autism, one of the most challenging long-term conditions of the century. This free course, Understanding autism, introduces the autism spectrum...

Free course

24 hrs



Education & Development

The benefits of an accountability partner for neurodivergent people

Staying motivated while studying can be incredibly difficult, especially if you're neurodivergent. This animation explains how a virtual accountability partner can...

Video

5 mins



Money & Business

Diversity and inclusion in the workplace

Do you feel concerned about a lack of diversity in your workplace? Is this something you want to address? Perhaps you'd like to feel more informed on a...

Free course

24 hrs



Health, Sports & Psychology

Understanding ADHD

This free course, Understanding Attention Deficit Hyperactivity Disorder (ADHD), explores the experience of ADHD from the perspective of those who are...

Free course

12 hrs



Health, Sports & Psychology

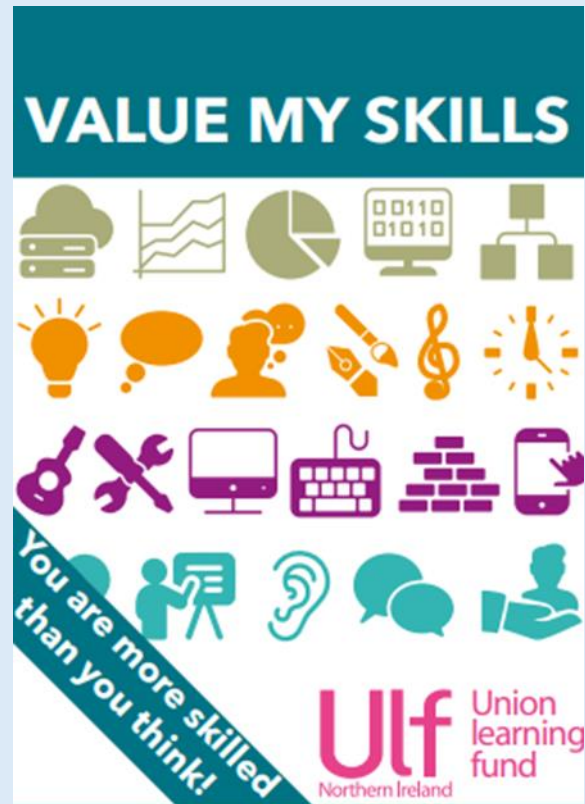
Neurodiversity: What is it and what does it look like across races?

How does a person's ethnicity and the perspectives of different cultures affect the identification of neurological difference? Mel Green explores in this...

Article

10 mins

Value My Skills



Break

11.00 - 11.15

Belfast Met

Michael Patterson

Curriculum Area Manager, Centre for Supported Learning, BMC

Conor Hogan

Lecturer, Centre for Supported Learning, BMC



Unlocking Potential- Centre for
Supported Learning

Values underpinning provision

**The student is
respected and is at
the centre of
everything we do**

**Adult
Status**

Inclusion

Excellence

Full-time Provision

“To make a fundamental impact on the lives of young people and adults with Moderate/Severe Learning Difficulties by providing the highest possible relevant quality FE experience”

Fulltime Provision

**3 full-time programmes based on the
Millfield Site**

**Independence for Life
and Work Entry 1 & 3**

Pathfinder Level 1

**Skills for Employment
Level 1**

An Excellent Centre

17 cohorts of full-time students	13 cohorts part-time students	14 permanent fulltime/AL lecturers	10 part-time lecturers
8 permanent learning support assistants	10 college register support staff	20 1:1 support staff	178 Full time students
243 Part Time students	Retention, achievement, success over 95%	Last ETI inspection Grade 1	Excellent EV reports

Jo's Story

*Jo's journey reminds us what's possible
when the right support meets the right
ambition*

Employment Gaps & Barriers

*Lack of opportunity, not
aspiration*

Seeing the Person: A Story of Real Inclusion

*Seeing potential, not limitations—is at
the heart of inclusion*

Purpose Through Work: A Student's Words

"I now have a job. And I now have a purpose."

THANK YOU

Supporting Neurodiversity in the Workplace

Conor Hogan

Lecturer in Education Programs
for People with MSLD



Aims of Session

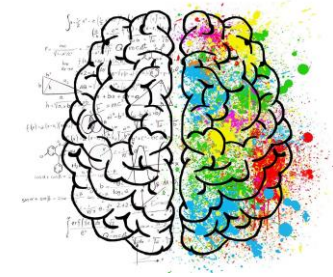


Understanding Neurodiversity

Identifying different types of Neurodiversity in the workplace

Strategies to support neurodivergent employees

What is Neurodiversity

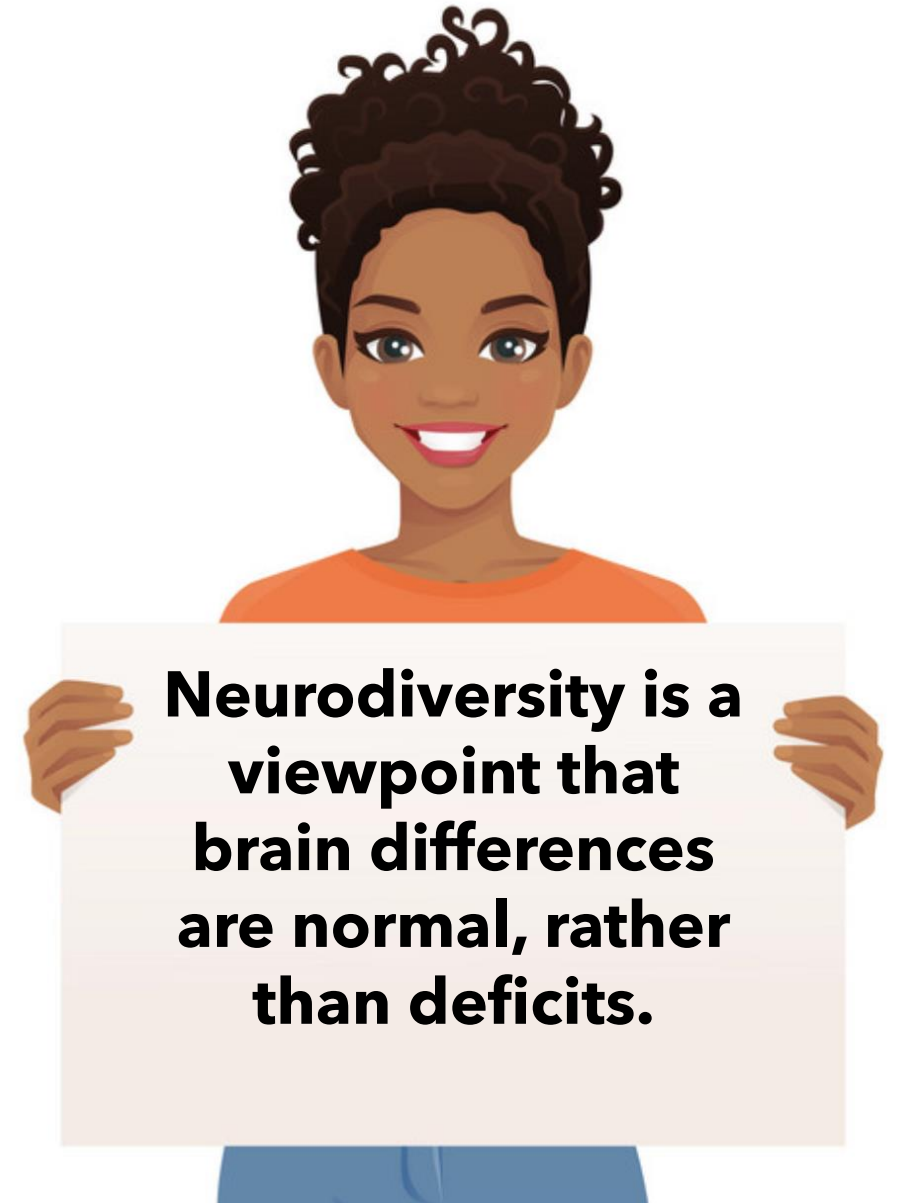


- A term coined by Judy Singer, a sociologist with high functioning autism
- It refers to the concept that certain developmental disorders are normal variations in the brain. And people who have these features also have certain strengths. In short, that every brain is wired differently



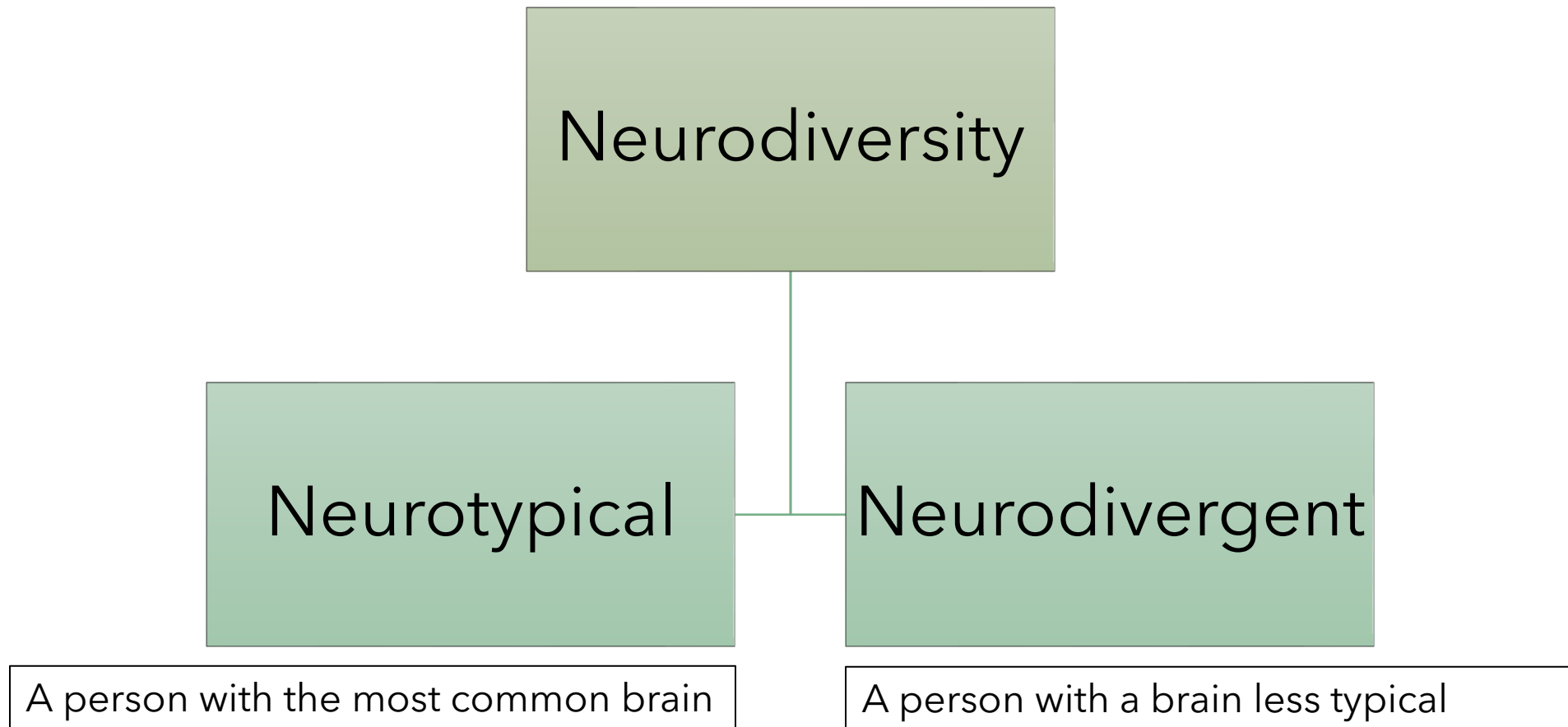
The Neurodiversity Movement

- The aim of this movement is to promote inclusion for all, destigmatise the view that people who think differently have deficits and in-fact, to show that these people, when properly engaged can be powerful students





The Key Terms



Neurotypical

A person whose neurological development and current state conform to what most people would consider typical. Often abbreviated as NT.



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Neurodivergent

A person whose neurological development and current state are viewed as atypical, or outside the norm. Often abbreviated as ND.

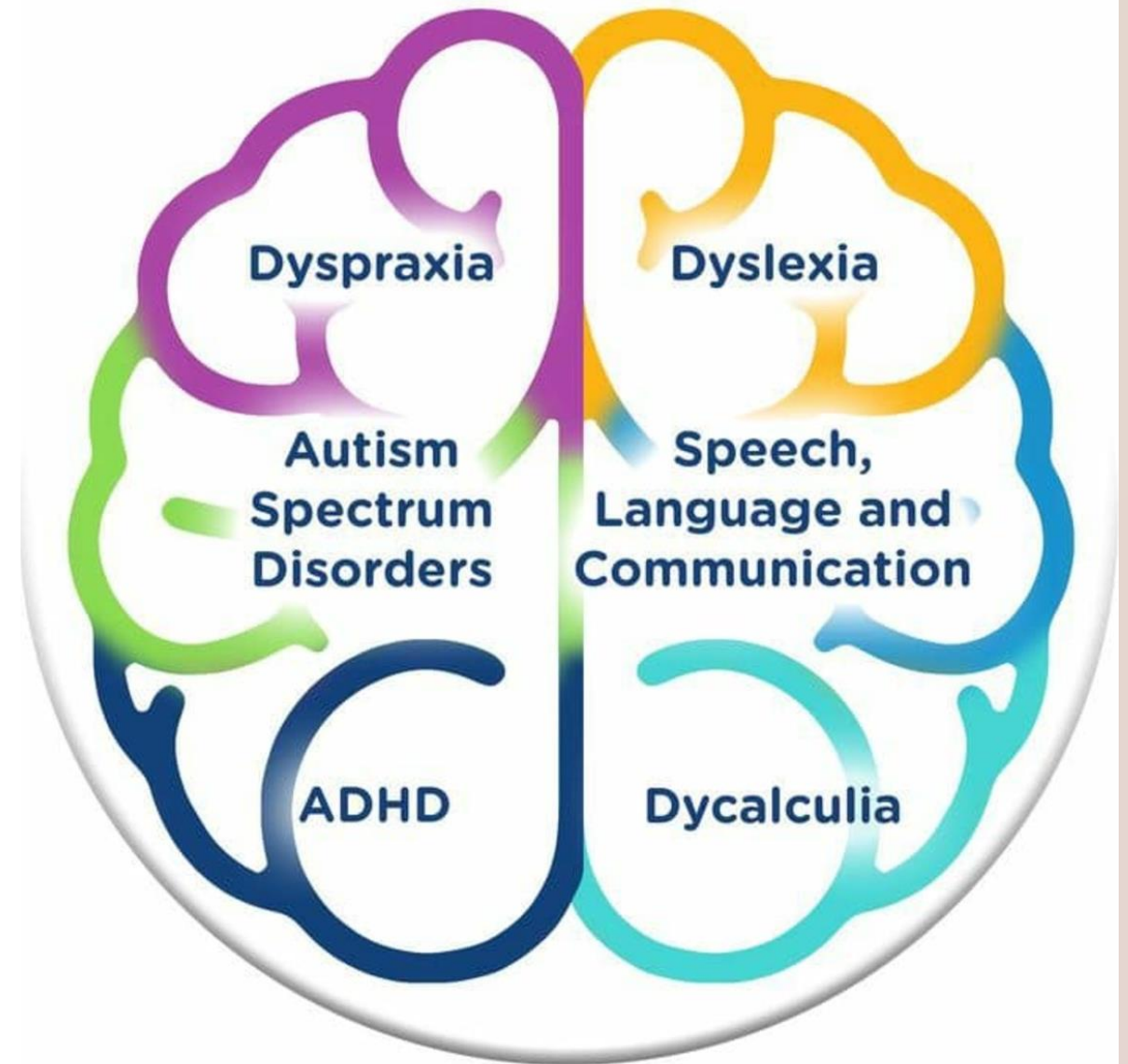


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Identifying different types of ND in the classroom/workplace

Employees who display one or more of the following are said to be Neurodivergent.

We will now explore 3 of these ASD, ADHD & Dyslexia: the barriers involved, strengths of each and strategies to use to create a motivational, engaging and inclusive working environment



Autism



- Autism a neurological developmental disorder, characterised by repetitive patterns of behaviour and difficulties with social communication. Struggling to deal with change, mandatory actions or other points of view can be elements of this learning difference.

Autism Continued

Challenges

- Routine breaks
- Light and Sound
- Articulation and Speech
- Perceiving emotions
- Multitasking
- Social Interaction

Strengths

- Attention to detail
- Retention of information/routine/personal interests
- Very logical
- Efficiency

Strategies for ASD

1

Be clear and concise - people with ASD will most often take you literally, stay clear of figures of speech

"pull your socks up"

2

Create a safe and supportive environment incorporating reasonable adjustments where necessary/appropriate

"Less noisy areas, less foot traffic"

3

Introduce social stories - stories they take home to embed structure and routine (Visual or Written)

This might include a timetable, photographs of work area, colleagues

4

Set Realistic Achievable Expectations -

Provide one job at a time
Provide written instructions
Give a deadline

5

Foster a welcoming work environment -

Buddy System
Educate colleagues
Celebrate Diversity

"If you've met one person with autism, then you've met one person with autism."

ADHD

- Attention Deficit Hyperactivity Disorder, which can feature inattentiveness, impulsivity and hyperactivity, is another form of neurodivergence. In some cases, it may be referred to as ADD, as people with ADD have all the traits of ADHD except for hyperactivity.



ADHD Continued

Challenges

- Time Management
- Articulation
- Concentration
- Focus/Staying on task
- Rationality

Strengths

- Hyper-focused*
- Creativity*
- ICT
- Energetic
- Problem Solving
(ideal employee attributes)

Strategies for ADHD

1

Timetable

Provide a timetable
detailing jobs
(prioritize these using colours)

Include BREAK
times {Pomodoro Technique}

2

Provide
Written/Visual goals
that are accessible

- Wall Charts
- Checklists
- Post it notes

3

Designate more
manual/active jobs

- Deliveries
- Stock
- Ask for feedback

4

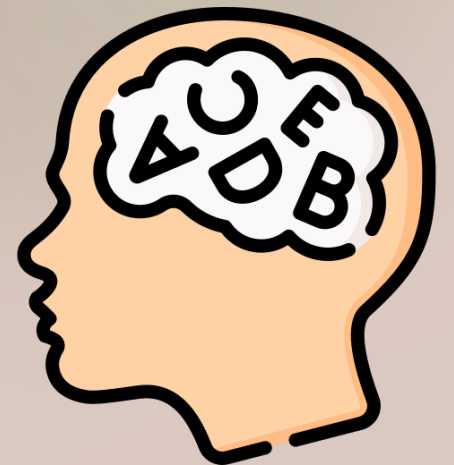
Assistive Technology

- Promote use of
apps with
reminders/timers

“If I'm interested in what I'm doing, I can be super focused. If I'm not interested, I'll put it off.”

Dyslexia

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. It can also include challenges with information processing, short-term memory and timekeeping.



Dyslexia Continued

Challenges

- Memory
- Organization
- Reading
- Writing
- Time Keeping

Strengths

- Oral communication
- Design
- Creativity
- ICT
- Spatial Awareness

Strategies for Dyslexia

1

Dyslexia Overlay, both in page colour form, word and single line readers

White Paper or Just off Yellow
Handbooks/Contracts/Manuals

2

Assistive technology

- Text to speak
- Typing software
- Voice notes

Apple have most of these built in through accessibility in settings

Particularly important when designating tasks

3

Time

Allow for processing time, an answer will come, might take a little longer (also relevant to ASD & ADHD)

Time for tasks to be completed, allow more flexibility but still provide deadlines - agreed deadlines will work best

4

ICT

Clear Font

Appropriate Colour

Correct size

Remain constant, comic sans is a very popular font

"The words move around on the page, I feel like everything I do is just harder for me than others."



Neurodiversity in the population

Our aim is to work towards a world where all variations in the rich tapestry of human cognition are accepted and enabled.

- ◇ 90% of disabilities are invisible
- ◇ 5% of the population have ADHD
- ◇ 1-2% of the population is autistic
- ◇ 10% of the population are dyslexic
- ◇ 5% of the population are dyspraxic
- ◇ 1-2% of the population have Tourette Syndrome
- ◇ 7 % of the population have mental health needs
- ◇ 5% of the population have an acquired brain injury

There tends to be a lot of overlap, but as you can see, it is fairly normal to have different thinkers in our population!

Final Thought

- Neurodiversity can be a competitive advantage when the individuals are in the right environment, making use of their strengths, instead of constantly trying to overcome challenges. To achieve this, we must create inclusive spaces to work and learn that reduce disabling factors and amplify diverse abilities.



USEL - Workable NI

Michelle Scott

Lead Employment Support Officer, USEL



Our Values
We Champion Ability
We Love What We Do
We Grow Together
We Make a Difference

“ INCLUSION
ELEVATES **ALL** ”



USEL is Northern Ireland's leading provider of employment services for individuals with disabilities or health conditions.

Our mission is to empower people to achieve their full potential by providing access to employment, training, and support services. We are committed to promoting equality and reducing health inequalities through community engagement and support.

workableNI



Support and guidance for new and existing employees
with disabilities and health conditions.



www.Uset.co.uk



Workable NI

Workable NI is a programme designed to support both employees with disabilities and their employers. It provides personalised assistance tailored to the individual's needs, helping employees achieve their full potential in their roles. Additionally, the program helps employers implement reasonable adjustments to create an inclusive and supportive work environment



www.Uset.co.uk

Disability and Health Conditions

The individual must have a disability, as defined under the Disability Discrimination Act 1995 and the disability must have an adverse impact on the individual's ability to carry out a particular job.

- **Neurodiversity**
- **Mental Health (Anxiety, Depression, ADHD, Bi-Polar, PTSD)**
- **Musculoskeletal Disorders (Arthritis, Fibromyalgia, Carpal Tunnel)**
- **Chest, Heart & Stroke**
- **Chronic Pain**
- **Physical Disabilities**
- **And more**



Support for employer

- Reasonable adjustment guidance and advice.
- Disability awareness training for employer and Support to help colleagues mentor the employee.
- Improved absence rates.
- Independent point of contact.
- Added value to employment.
- Ensure compliance with DDA legislation.
- Support to help colleagues mentor the employee.
- Specialist one to one job coaching and mentoring.



www.Ussel.co.uk

Support for employee

- Independent advocacy on employee's behalf with the employer.
- Access to professional health support.
- Adjustments that enable access to job role.
- One to one dedicated support from an Employment Support Officer.
- Assist the employee in learning and performing the duties of the job and adjusting to the work environment.
- Improved communication between employee and employer.



How Workable can support



Support with providing written step-by-step instructions



Clear guidance about workplace rules, e.g. access to a written list of rules



Discussing and agreeing ways of communication with colleagues



Support with consideration of workplace environment and equipment eg Lighting, desk locations, sensory overloads etc



Support with obtaining access to work funding



www.Ussel.co.uk

Support with workload and time management – Stress management tools, task process managing tools eg trello, structing tools eg Calanders

Reassurance and encouragement from external body

Support with flexibility and predictability – flexible working hours, having predictable and consistent work duties

Awareness training for management and staff

Referral to external bodies – CMP
etc



Who is it for and how do I apply

- Support and guidance for new and existing employees with disabilities and health conditions.
- must be at least 16 years of age (there is no upper age limit).
- Level of support is dependent to the individual needs. Minimum of 1 hour support session per month.
- The service is free to both the Employer and Employee.
- Easy referral process – Forward us the Employee details – we do the rest.
- Employee is required to work a minimum of 10 hours per week.



5 Themes



**WORK ROLE
SKILLS AND
EXPERIENCE -**
IMPROVING A
CLIENT'S SOFT
SKILLS, SUCH AS
DECISION
MAKING,
PROBLEM
SOLVING, TIME
AND TASK
MANAGEMENT
AND IMPROVING
YOUR
KNOWLEDGE OF,
AND

CONFIDENCE IN,
YOUR



PERSONAL SKILLS -
INTRODUCING
METHODS TO
IMPROVE A CLIENT'S
FOCUS, MOTIVATION,
CONFIDENCE,
RELIABILITY,
RESILIENCE AND
HOW YOU ADAPT TO
CHANGES AT WORK.



WORKPLACE SKILLS -
FOCUSED ON
FINDING TAILORED
APPROACHES TO
COMMUNICATING
EFFECTIVELY WITH
COLLEAGUES AND TO
IMPROVE A CLIENTS
PROFESSIONAL
CONDUCT AND
PRESENTATION IN THE
WORKPLACE



**PERSONAL
DEVELOPMENT -**
FOCUSING ON
SUPPORT WITH
TRAINING TO
SUCCEED IN YOUR
CURRENT ROLE.
WHILE FOR OTHERS,
THIS MAY BE GAINING
NEW SKILLS AND
QUALIFICATIONS TO
PROGRESS, AS FAR AS
YOU DESIRE, IN YOUR
CAREER



**HEALTH AND
WELLBEING -**
DEVELOPING A
BETTER
UNDERSTANDING OF
HOW TO MANAGE
YOUR CONDITION,
THE ADJUSTMENTS
NEEDED AND THE
CONFIDENCE AND
ABILITY TO
COMMUNICATE THIS
TO YOUR EMPLOYER



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WORKS' Assessment Model

'WORKS' Progression Scale



Questions for Employers

Accessible, inclusive workplaces: Is the environment neurodiversity-friendly?

Training: Has your workforce had basic awareness training?

'Access to Work' Funding: How could this be used to purchase equipment, technology, coaching, and training for neurodiverse employees?

Recruitment: How can you make your hiring process more flexible?

Values: How does the support provided for your workforce reflect your company and brand values? How does this benefit your customers?

Company culture: How do you cultivate a welcoming and supportive culture? In what ways are you investing in employee development, community relationships, and civic responsibility?

Disclosure: How do you enable employees and applicants to share their support needs? How is this information used to help them fulfil their potential within their role?



Lisburn & Castlereagh Council Testimony

USEL through the Workable Programme have supported over 30 employees at Lisburn & Castlereagh City Council. We have been extremely pleased with the diverse range and amount of support given to our staff and seen a real improvement in our levels of absenteeism. We would recommend USEL and the Workable Programme to any employer who would like additional support for employees with disabilities or health conditions.

Paula Silcock – Lisburn & Castlereagh HR Manager



www.Uset.co.uk





empower

usel.co.uk

disabilityaction.org

specialisterneni.com

Welcome to Empower

- Employment support programme for people who are disabled, have a health condition or identify as autistic or neurodivergent and are economically inactive
- Partnership of Usel, Disability Action and Specialisterne NI
- Support for 2,000 people funded by UK SPF
- Commitment to support 1,000 people into employment
- April 2023-March 2025



www.Usel.co.uk



ENGAGE e



I have a service that will help me.

MOTIVATE m



I have new hope for the future.

PLAN p



I am being supported for my needs.

OPTIONS o



I can see my next steps clearly.

WORK w



I can see the right job within reach.

EMPLOYERS e



This employer welcomes me.

RETENTION r



This employer understands and supports me.





S u p p o r t

- Dedicated Employment Services Officer
- Mentor & Coach
- Advice & Guidance
- In-work Support
- Employer Engagement Team
- Health & Wellbeing Staff
- Mental Health Counselling Service Collaboration with other Agencies
- Social Inclusion Activities
- Travel Costs Included





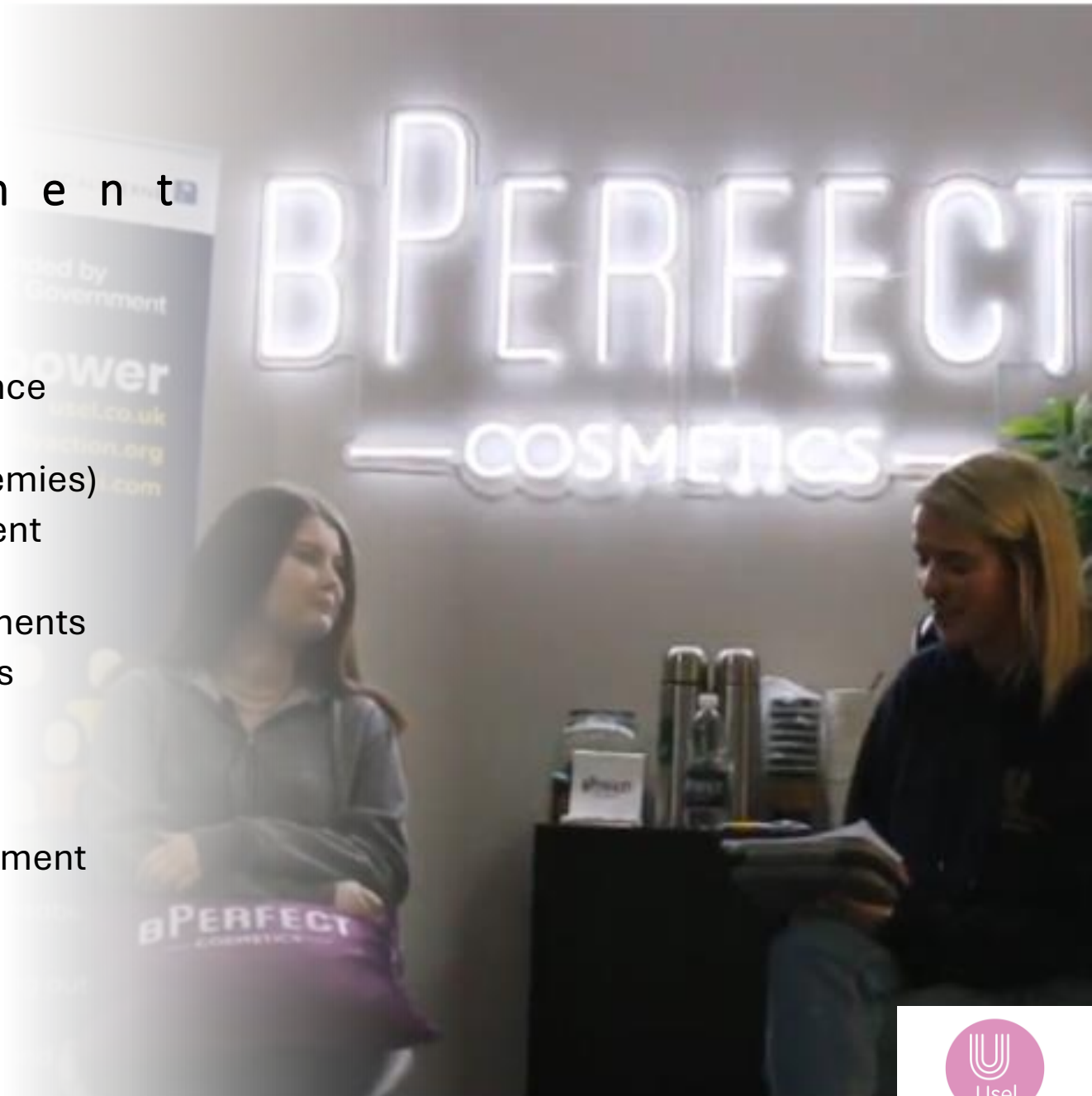
T r a i n i n g

- Tailored Accredited and Non-Accredited Training
- Up to Level 2
- Applying for Work
- Personal Development
- Workplace & Employability Skills
- Vocational Skills
- Tailored Bespoke Training
- 1-2-1 and Group
- Online & Face to Face



E m p l o y m e n t

- Work Placement/Experience
- Pre-Employment Programmes (Academies)
- Employer Engagement Team
- Reasonable Adjustments
- Disability Awareness Training
- Autism Awareness Training
- Sustainable Employment
- Support with Self-Employment







empower can make the difference

- 1 in 5 people in Northern Ireland have a disability
- Just over 1 in 3 disabled people in NI work, compared to over half of disabled people in the UK
- 7 out of 10 out of work disabled people have previously been in work – that is a huge untapped talent pool for NI employers



Employers We Work With



**Northern Ireland
Fire & Rescue Service**



Comhairle Ceantair
**an Iúir, Mhúrn
agus an Dúin**
**Newry, Mourne
and Down**
District Council

Sainsbury's

Mc Mount Charles



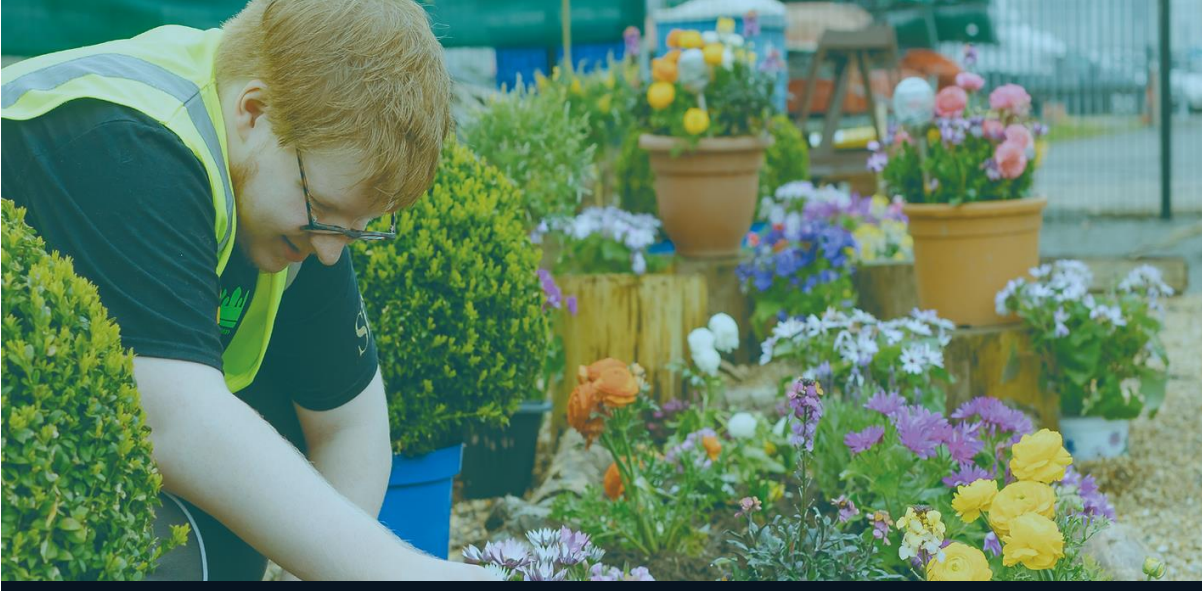
**30 YEARS OF
ENGINEERING
FOR YOU**

BPERFECT
— COSMETICS —



www.Ussel.co.uk





Thank you

- **Michelle Scott**
- **Mscott@usel.co.uk**
- **07384816634**
- **Usel.co.uk**

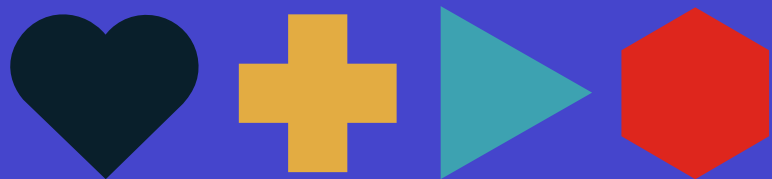


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Trade Unions & Neurodiversity

Brian McDaid

Assistant General Secretary, Aegis the Union



Diversity & Inclusion

Neurodiversity Campaign 2025

Prepared by Aegis the Union



Campaign Objective

The primary aim of **Aegis's Neurodiversity Campaign** is to create awareness, support, and tangible change in workplaces across our member organisations.

The campaign will focus on advocating for better understanding and inclusion of individuals with neurodiverse conditions (e.g., Autism, ADHD, Dyslexia, Dyspraxia, etc.), ensuring fair employment practices, and promoting accessible workplace environments for all neurodiverse employees.

Phase 1: Awareness and Education (Month 1-3)

Key Activities:

- **Launch Neurodiversity Awareness Campaign:**
 - Create and distribute educational materials, including posters, infographics, and articles, to raise awareness about neurodiverse conditions and how they affect individuals in the workplace.
 - Include **personal stories** from members of Aegis who have neurodivergent conditions to humanise the issue.
 - Host **webinars** and **workshops** for members and employers to educate them on neurodiversity, focusing on common conditions, challenges faced by neurodiverse individuals, and best practices for inclusion

Phase 1: Awareness and Education (Month 1-3)

Resource Development:

- Develop a **Neurodiversity Resource Guide** to provide information to both neurodivergent employees and employers about reasonable adjustments, workplace accommodations, and support networks available to neurodiverse individuals.
- Share resources with union reps and employers to promote understanding and practical action steps for accommodating neurodivergent workers.

Phase 1: Awareness and Education (Month 1-3)

Internal Communications:

- Use newsletters, emails, and internal union communications to highlight the importance of neurodiversity in the workplace and share practical tips on being an ally to neurodivergent colleagues.

Access to educational videos and expert speakers (neurodiversity specialists).

Union reps to help promote resources and events at employer sites.

Phase 2: Policy Advocacy & Organising (Months 4-6)

Objective: Influence policy changes in workplaces to ensure that neurodiverse individuals are supported through inclusive practices, policies, and procedures.

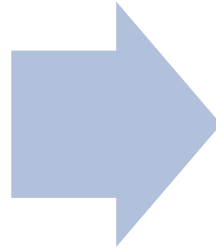
Key Activities:

- **Engage with Employers:**
 - Meet with HR and senior management at **our recognised organisations**, to discuss their current policies on neurodiversity and workplace accommodations.
 - Advocate for the introduction of **inclusive hiring practices** for neurodiverse candidates, ensuring that recruitment processes are accessible to everyone, including those with neurodivergent conditions.

Phase 2: Policy Advocacy & Organising (Months 4-6)

Campaign for Reasonable Adjustments:

- Launch a campaign to ensure that all neurodiverse workers are provided with reasonable adjustments where necessary, such as changes to work hours, environments, or tasks to accommodate their needs.
- Collect data and feedback from members about existing challenges with workplace adjustments and use this to form the basis of union-led discussions with employers.



Workplace Neurodiversity Champions:

- Encourage employers to introduce **Neurodiversity Champions** within the organisation—individuals who are trained to support neurodivergent employees, ensuring that support is readily available when needed.

Phase 3: Campaigning for Policy Change (Months 7-9)

Objective: Push for national policy change regarding neurodiversity and employment rights, advocating for legislation that protects and supports neurodiverse individuals in the workplace.

Key Activities:

- **Lobbying for Legislative Change:**
 - Partner with **TUC** and other union groups to lobby for legislative change that ensures **better rights** and **protections for neurodivergent individuals** in the workplace, including equal access to job opportunities, accommodations, and support.

Phase 4: Long-Term Advocacy & Training (Months 10-12)



National Awareness Day:

- Host an **Aegis Neurodiversity Awareness Day** to raise awareness at a national level, using the day to promote neurodiversity, share success stories, and highlight how workplaces can make practical changes to support neurodiverse individuals.



Public Campaigning:

- Use social media to amplify the message, share articles, success stories, and relevant resources, creating an online presence for Aegis as a champion for neurodiverse workers' rights.

Phase 4: Long-Term Advocacy & Training (Months 10-12)

Evaluation of Progress:

- Conduct an internal review of the union's neurodiversity campaign. Evaluate the progress made with employers, the uptake of resources, and the impact on workplace policies. Make any adjustments to future strategies based on feedback from reps and members.

Building a Long-Term Neurodiversity Strategy:

- Develop a **long-term neurodiversity strategy** for Aegis to ensure that the union remains committed to advancing the rights of neurodiverse workers in the years to come.
- Continue advocating for neurodivergent workers, making sure that their needs are central to Aegis's future campaigns and initiatives.

AEGIS Motion - Promoting opportunities for young people with neurodiversity challenges



Click on the PDF attachment to see our motion to all Conferences in 2024/25

Adobe Acrobat
Document

We will work with each of our recognised organisations to implement programmes to provide local neurodivergent young people with employment/apprenticeship/work experience opportunities.

Outcomes and Goals for 2025

Increased awareness of neurodiversity within Aegis and across member employers.

Improved workplace accommodations for neurodivergent employees, including specific adjustments that support neurodivergent workers' needs.

Established a network of **Neurodiversity Champions** across member organisations.

Influenced national policies to improve neurodivergent individuals' employment rights.

Strengthened relationships with key allies, including the **TUC** and other neurodiversity advocacy groups.

Conclusion

The Aegis Neurodiversity Campaign in 2025 aims to create lasting change within the workplace for neurodiverse individuals.

By focusing on awareness, education, advocacy, and collaboration, we can ensure that our members—particularly those with neurodivergent conditions—have a more inclusive, supportive, and fair work environment.

The campaign will also contribute to broader societal change by advocating for stronger protections and rights for neurodivergent individuals within the workforce. Let's work together to build a better future for all workers.

Trade Unions & Neurodiversity

Collette O'Hagan
Unite the Union

Figuring out life

Turns out I have ADHD



PART 1

How did I
get here?



“I think you’ve got ADHD”

– My Husband

COMMON MISCONCEPTIONS
WHO HAS ADHD?

~~EXTROVERTED~~ ~~YOUNG~~
CAN BE INTROVERTED ANY AGE

~~BOY~~ WHO ~~FIDGETS A LOT,~~
ANY GENDER MIGHT NOT BE HYPERACTIVE

~~STRUGGLES~~ IN SCHOOL,
MAY EXCEL

AND ~~CAN'T PAY~~ ATTENTION
HAS DIFFICULTY REGULATING

SO MUCH POTENTIAL

OVERWHELMED

UNIVERSITY DROPOUT

IMPLUSIVITY

OVERWHELMED

**UNIVERSITY
DROPOUT**

SHAME.



The Open
University



QUEEN'S
UNIVERSITY
BELFAST

“I think you’ve got ADHD”

– My Husband

PART 2

WORK



GETTING STARTED

"SIMPLE TASKS"

NON-ADHD

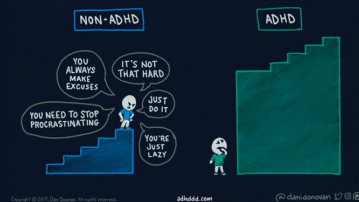


ADHD



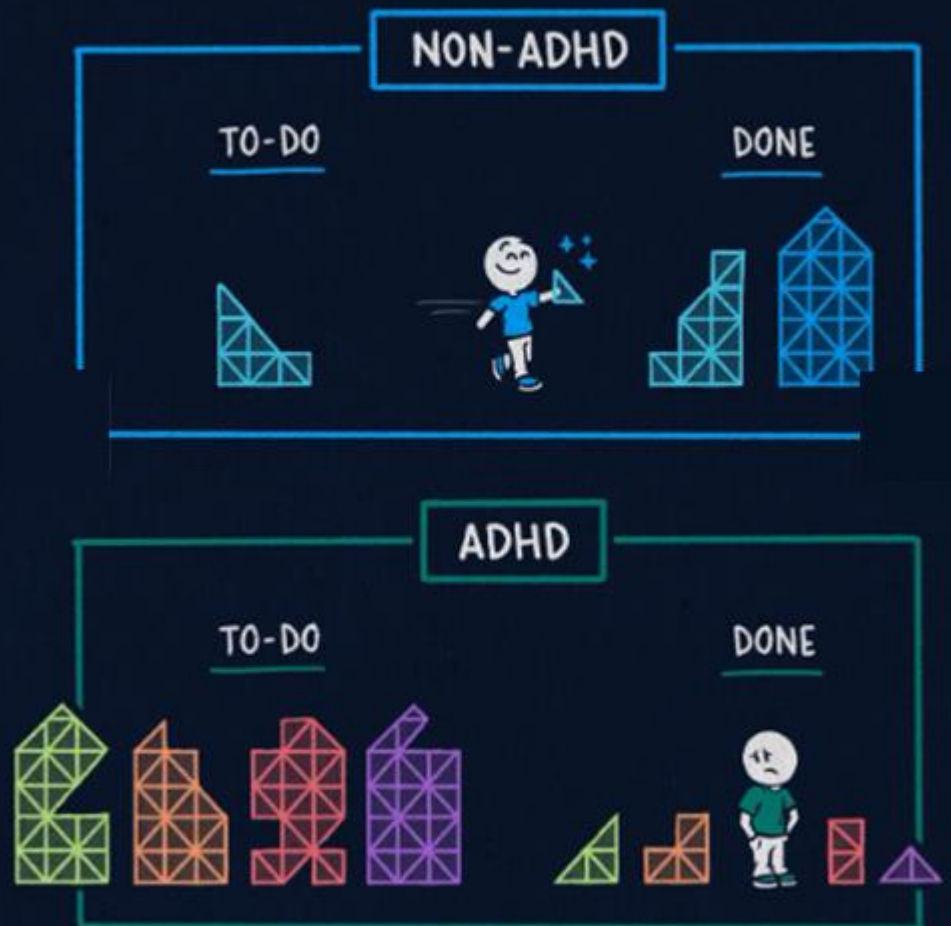
GETTING STARTED

"SIMPLE TASKS"



FINISHING TASKS

@danidonovan



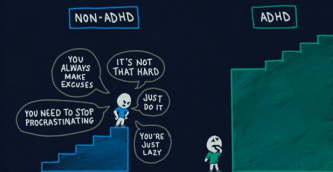
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GETTING STARTED

"SIMPLE TASKS"



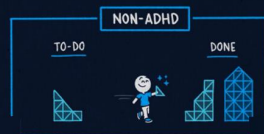
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SHARING THOUGHTS

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NON-ADHD



ADHD



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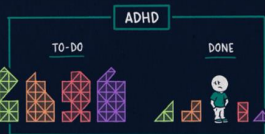
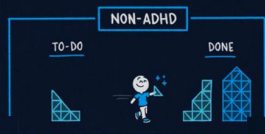
GETTING STARTED

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RUNNING LATE

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MY GAS LIGHT IS ON,
BUT I DON'T HAVE
TIME TO STOP

I NEED TO SPEED TO
MAKE UP FOR
RUNNING BEHIND

I STARTED GETTING READY
EARLY AND EVERYTHING!

THEY'RE GOING TO BE SO
MAD AT ME FOR BEING LATE

WHY IS EVERYONE DRIVING
SO F*ING SLOW?!

WHAT DO I SAY WHEN
I GET THERE?

I CAN NEVER GET
OUT THE DOOR ON
TIME, NO MATTER
HOW HARD I TRY

HOW THE HELL AM I
HITTING EVERY RED LIGHT

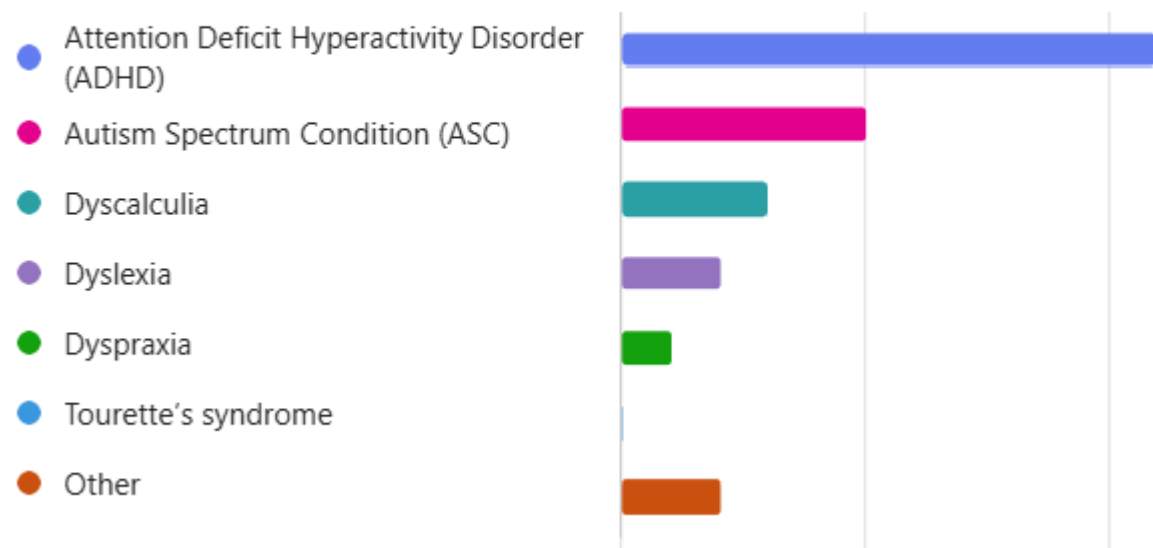
I USED "TRAFFIC WAS
BAD" LAST TIME, SO I
HAVE TO COME UP WITH
SOMETHING ELSE

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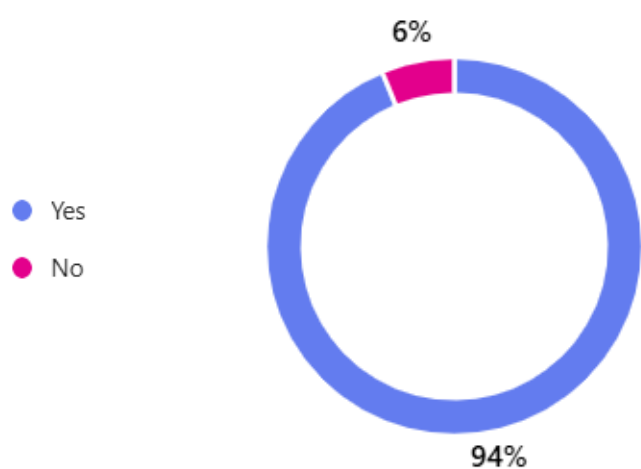
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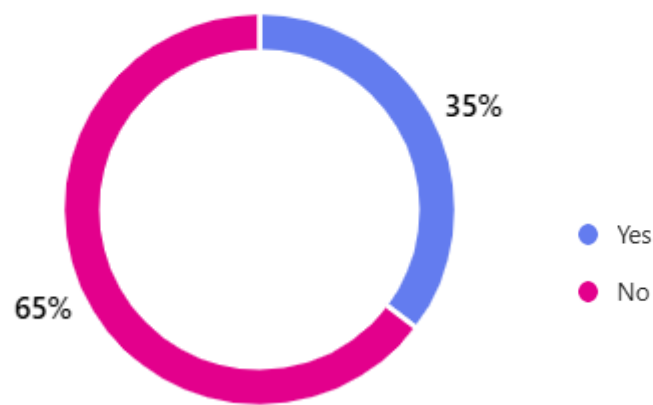
1. Which of the below neurodivergent conditions do you identify with?



7. Do you believe that being neurodiverse has made your working life more difficult?



3. Have you disclosed your neurodiversity to your employer?

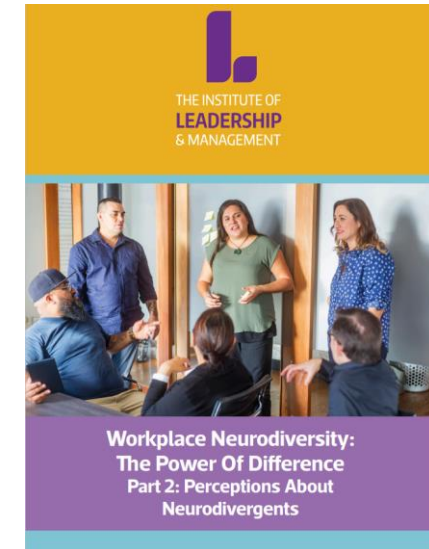
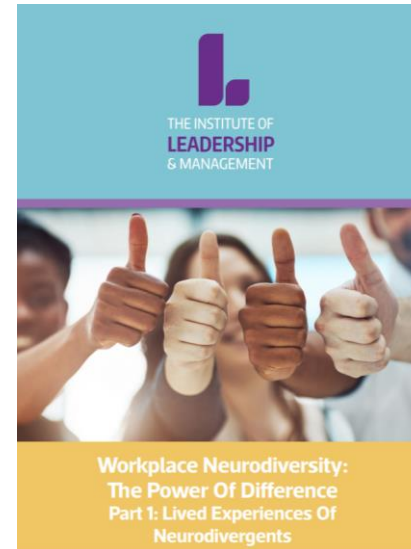


- Get looked at funny
- Don't want to be passed over for promotion etc
- Embarrassment
- Have just realised I am. Still getting used to the idea.
- Not relevant, misconceptions
- Fear of negative or different treatment, lack of understanding or knowledge or seen as an excuse for not completing work.
- I am concerned about longterm differences in how I'm treated/promoted/my employability within a company.

8. Please indicate any challenges you have experienced at work which you believe are a result of your neurodivergence.

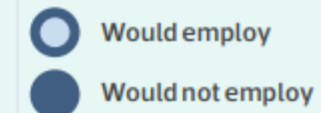


Workplace Neurodiversity - 2020



50% of people would not employ someone from one of the neurominorities

There is a high level of bias against employing people from neurominorities; ranging from 2 in every 20 saying they would not employ a dyslexic person, to over 6 in 20 saying they would not employ someone who has Tourette's Syndrome.



ADHD/ADD:
6 in 20 (almost
1 in 3)



Autism:
5 in 20 (1 in 4)



Dyscalculia:
5 in 20 (1 in 4)



Dyslexia:
2 in 20 (1 in 10)



Dyspraxia:
4 in 20 (1 in 5)



Tourette's:
Over 6 in 20
(almost 1 in 3)



Some form of
neurodivergence:
10 in 20 (1 in 2)

ADHD:

Hyperactive Distractible Impulsive

ALSO ADHD:

Passionate Outspoken Strategic
Creative Fun Caring Generous
Humorous Empathetic Spontaneous
Authentic Inclusive Charismatic
Futuristic Romantic Opinionated Kind
Big-Hearted Adaptable Intuitive
Memorable Friendly Honest Positive
Entertaining Curious Adventurous
Inspiring Brave Enthusiastic Eager
Resilient Influential Resourceful
Talkative Unique Musical Inventive
Imaginative Smart Energetic Awesome

I am good in a crisis and generally upbeat. I love problem solving. I'm always happy to help others when I can.

Attention to detail

I am a perfectionist so will always understand the minutia of any legislation I am working with or any project I am involved with and will become a subject matter expert

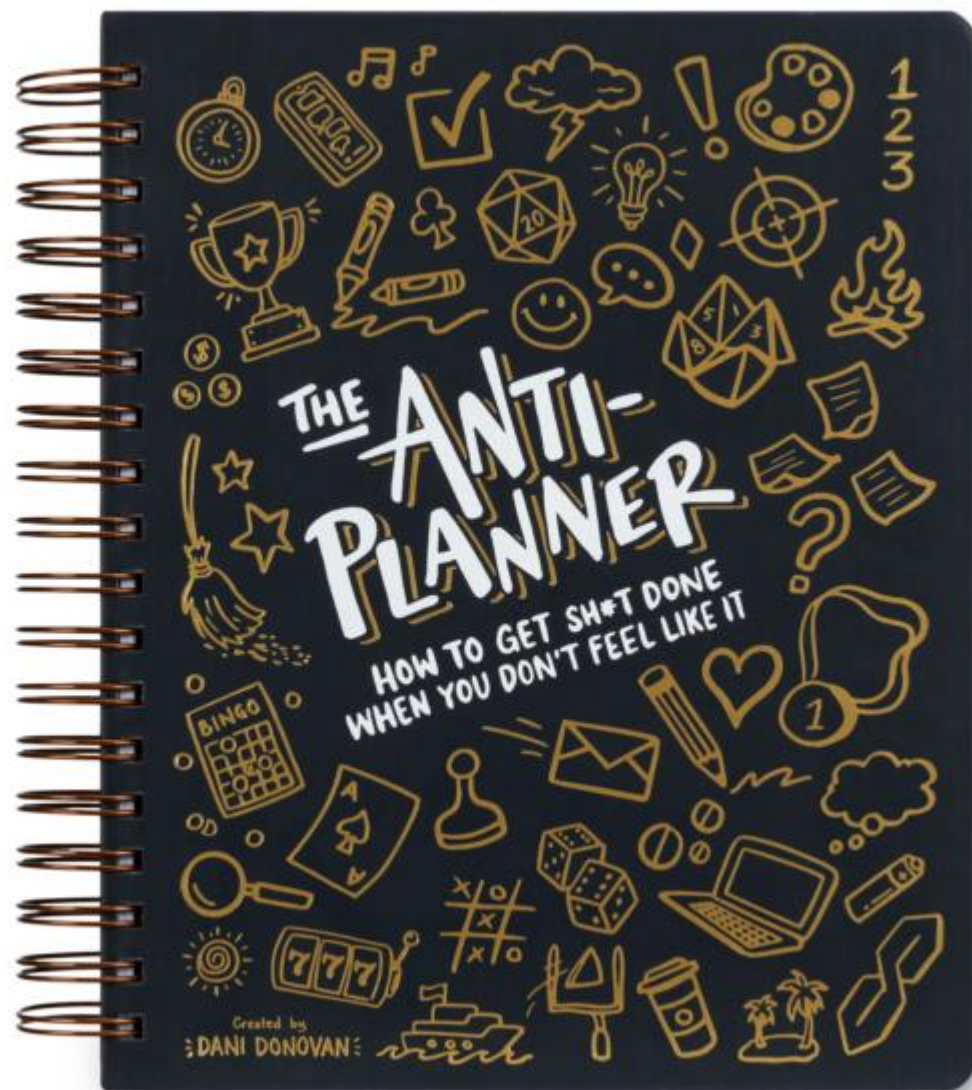
Public speaking Humour

I work hard and have good people skills. Welcome change and always bring good ideas to the team

Creative thinking/design thinking/problem solving, calm in a crisis, hyper focus, empathic, friendly, conflict adverse

Innovation and problem solving in unique ways

adhd.com



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Closing Remarks

Lunch