

Introduction to Neurodiversity

**Learner portfolio**

**\*\*\* Boxes for your text on Reflections/Activities can be expanded to complete your notes \*\*\***

**What is Autism? > Autism and identity**

[View topic](#)

**Activity 1**

Using your learner profile, write down:

- Could it be possible to miss a learning disability when working with a young person?
- What would be the consequences for a young person whose learning disability was not recognised?
- Did you note all the possible consequences? Did you recognise any further possible consequences?

Evidence notes:

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## Activity 2

Find a YouTube video, TikTok or Ted Talk that an autistic young person has created about their own autistic identity.

Using your learner profile, write down:

- The link to the creative content you have found
- What you think about the content you have found

Evidence notes:

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## What is Autism? > Sensory profile

[View topic](#)

## Activity 3

An Autistic person can be much more or less sensitive to sensory experiences than a non-autistic person.

Now think about your own sensory profile.

Using your learner profile, write down:

- What sights, sounds, smells, and tastes do you enjoy, or dislike?
- Do you like to move around a lot?
- What are the best and worst environments for you to learn in?

Evidence notes:

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## Models of disability

[View lesson](#)

### Activity 4

Using your learner profile, write down:

- What you think about the medical model?
- What would it be like to be 8 or 14 or 21 years old and learn that this is what it means to be autistic?
- Which model(s) informs the practices or systems you work in?

Evidence notes:

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## Neurodiversity affirming practice

[View lesson](#)

### Activity 5

Think about how your practice in the context of what you have read about Neurodiversity Affirming Practice.

Using your learner profile, write down:

- How your practice could be more neuroaffirmative?
- How can your appointments, appointment letters and therapy rooms be more neuro-affirming?

Evidence notes:

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## Autism and families

[View lesson](#)

### Activity 6

Find out if the service you work for offers support directly to parents.

Look at the following useful resources for parents:

[Autism Understood](#) website

[Epic Autism Resources padlet](#) by Spectrum Gaming

[Riding the Rapids course leaflet](#), Manchester University NHS Foundation Trust (MFT)

[Useful resources on the Greater Manchester Autism consortium website](#)

Evidence notes:

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## Autism and school

[View lesson](#)

### Activity 7

Try to find local guidance on emotionally based school avoidance or emotionally based school non attendance.

Using your learner profile, write down details about the local guidance you have found

Evidence notes:

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## Autism and the law > Reasonable adjustments

[View topic](#)

### Activity 8

Consider an autistic young person you are currently working with. Using your learner profile, write down the reasonable adjustments you could suggest to their school to support them

Evidence notes:

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## Create positive change

[View lesson](#)

### Activity 9

Using your learner profile:

- Write down how you might you apply the Spoon theory tool in your practice
- Write down how you might apply the SPACE Framework to the therapy room

Refer to this paper for more details on the SPACE Framework:

[Autistic SPACE: a novel framework for meeting the needs of autistic people in healthcare settings | British Journal of Hospital Medicine](#)

Evidence notes:

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