Unconscious Bias about Neurodiversity

What does it look like in school?

Punishment-based behaviour policy:
- time out/isolation
- withhold playtime
- detentions
- suspensions
- expulsions

"They're just lazy."
Teacher Self-Talk

"They just don't get me."
Learners at break

"That's it, I've had enough - go to the headteacher"
Teacher emotionally triggered

"If only they would focus more in class..."
School report

"They just need discipline"
Parent comment

"It's not hard to..."
Passing comment

We can do things differently.

connections in mind

The Behaviour Iceberg

Observed behaviours

Quiet and compliant at school, explosive at home

Struggles to get it down on paper

Incomplete homework

Emotional outbursts

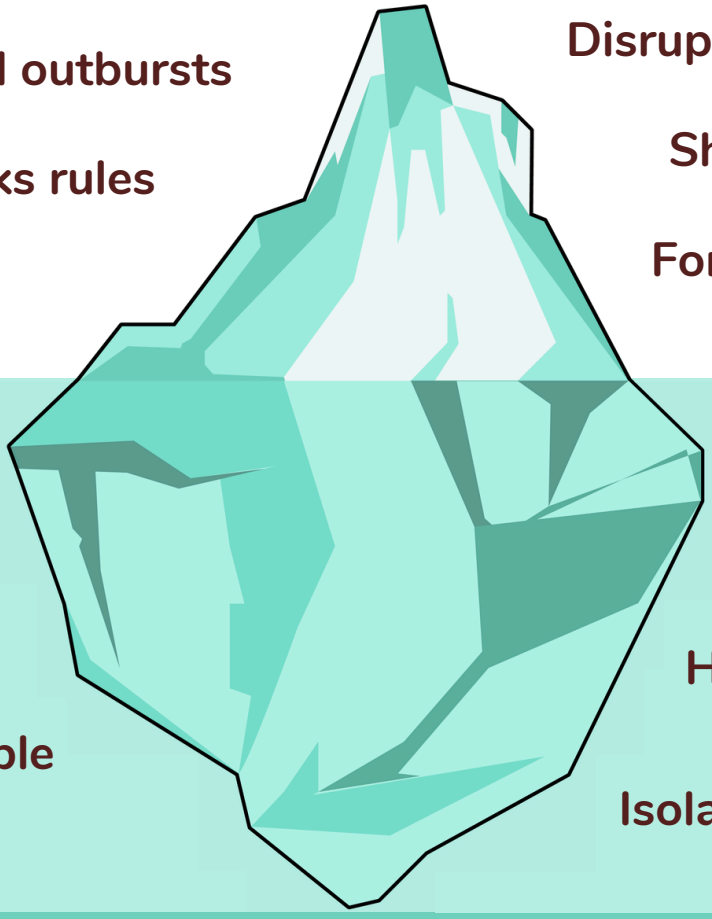
Disruptive

Breaks rules

Shouts out in class

Swears

Forgets things easily



Child's Emotions

Shame

Fear

Guilt

Hopeless

Unlovable

Isolated

Brain

Executive Function Challenges

Cause

Psychological Trauma

acute or chronic

Genetic predisposition

Not always as it seems.

connections in mind

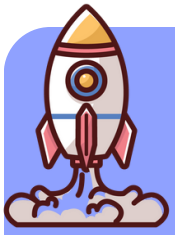
Our Executive Function Skills

Response Inhibition

The capacity to think before you act; the ability to resist the urge to say or do something.



Task Initiation



The ability to begin projects without undue procrastination, in an efficient or timely fashion.

Goal Directed Persistence



The capacity to have a goal, to follow through to completion, and not be put off or distracted.

Metacognition



The ability to stand back and take a bird's-eye view of yourself in a situation, to see how you problem solve.

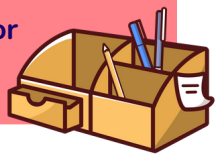
Sustained Attention



The capacity to keep paying attention to a situation or task in spite of distractibility, fatigue, or boredom.

Organisation

The ability to create and maintain systems to keep track of information or materials.





Time Management

The capacity to estimate available time, how to allocate it, and how to keep within deadlines.

Flexibility



The ability to revise plans in the face of obstacles, setbacks, new information, or mistakes.

Planning & Prioritisation



The ability to create a roadmap to reach a goal or to complete a task. Also to make decisions.

Emotional Regulation



The ability to manage emotions to achieve goals, complete tasks, or regulate and direct behaviour.

Working Memory



The ability to hold information in memory while performing complex tasks.

Necessary for some, good for all.

connections in mind

Unconscious Bias Action Checklist

- [ ] Executive function awareness CPD: All Staff
- [ ] Neuroscience of trauma CPD: All Staff
- [ ] Unconscious bias workshops: School Community
- [ ] Behaviour Policy Review: SLT
- [ ] Create a "Time-In" Space for co-regulation: SLT
- [ ] Executive Function Coach Training: TAs/SEN Dept
- [ ] Voluntary skills building sessions: Learners
- [ ] Empathy skills development CPD: Teachers/TAs
- [ ] Behaviour Policy training: All Staff
- [ ] Pedagogy Training CPD: Teachers

Necessary for some, good for all.

Email: schools@connectionsinmind.co.uk

connections in mind