

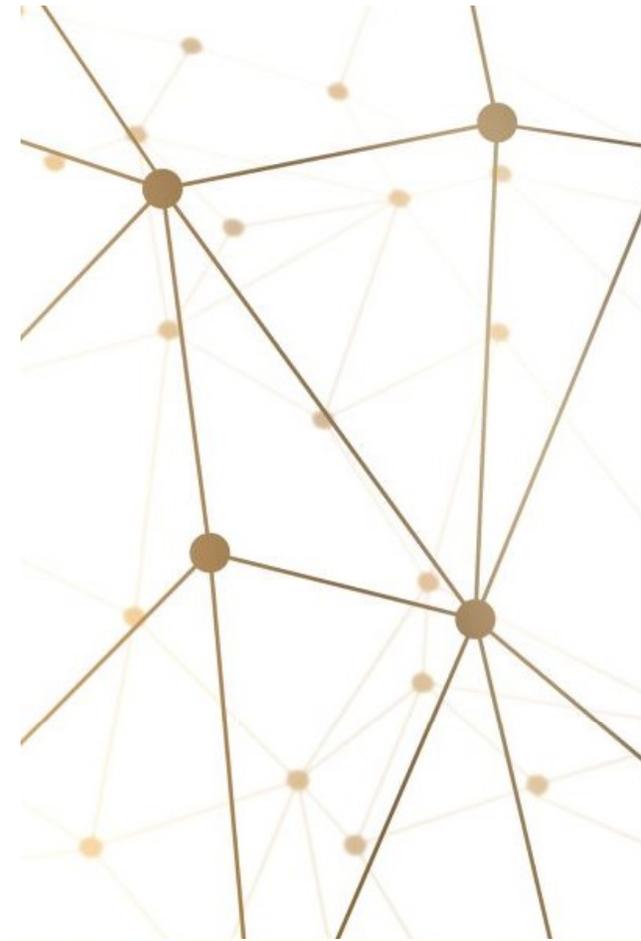
HANDBOOK OF NEURODIVERSITY AND INCLUSION

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Twin Valley District ADC, Diversity Awareness

GGAC SND Committee Member

October 28, 2023





OBJECTIVES

- *Define Neurodiversity, Neurodivergent and Neurotypical*
- *Identify Common Challenges and Considerations for Scout Activities*
- *Identify Resources for Training Opportunities*

DEFINITIONS

NEURODIVERSITY

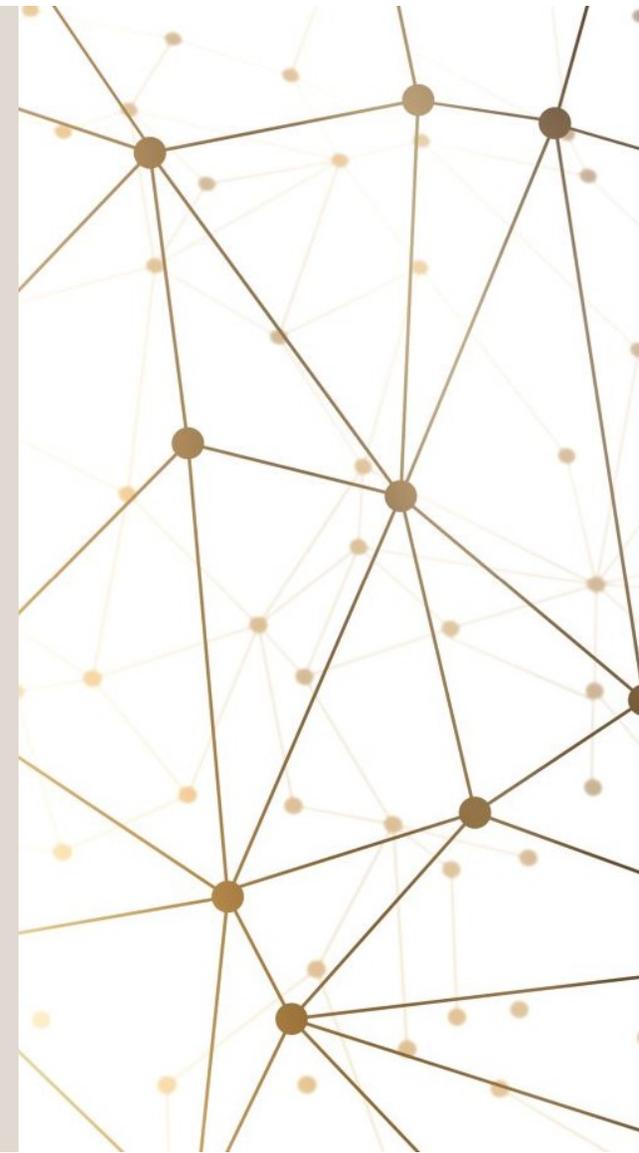
The different ways our brains are wired to process information and stimuli.

NEURODIVERGENT PERSON

Someone who thinks and sometimes acts differently from the way the majority of neurotypical people expect.

NEUROTYPICAL PERSON

Someone with typical neurological development or functioning.

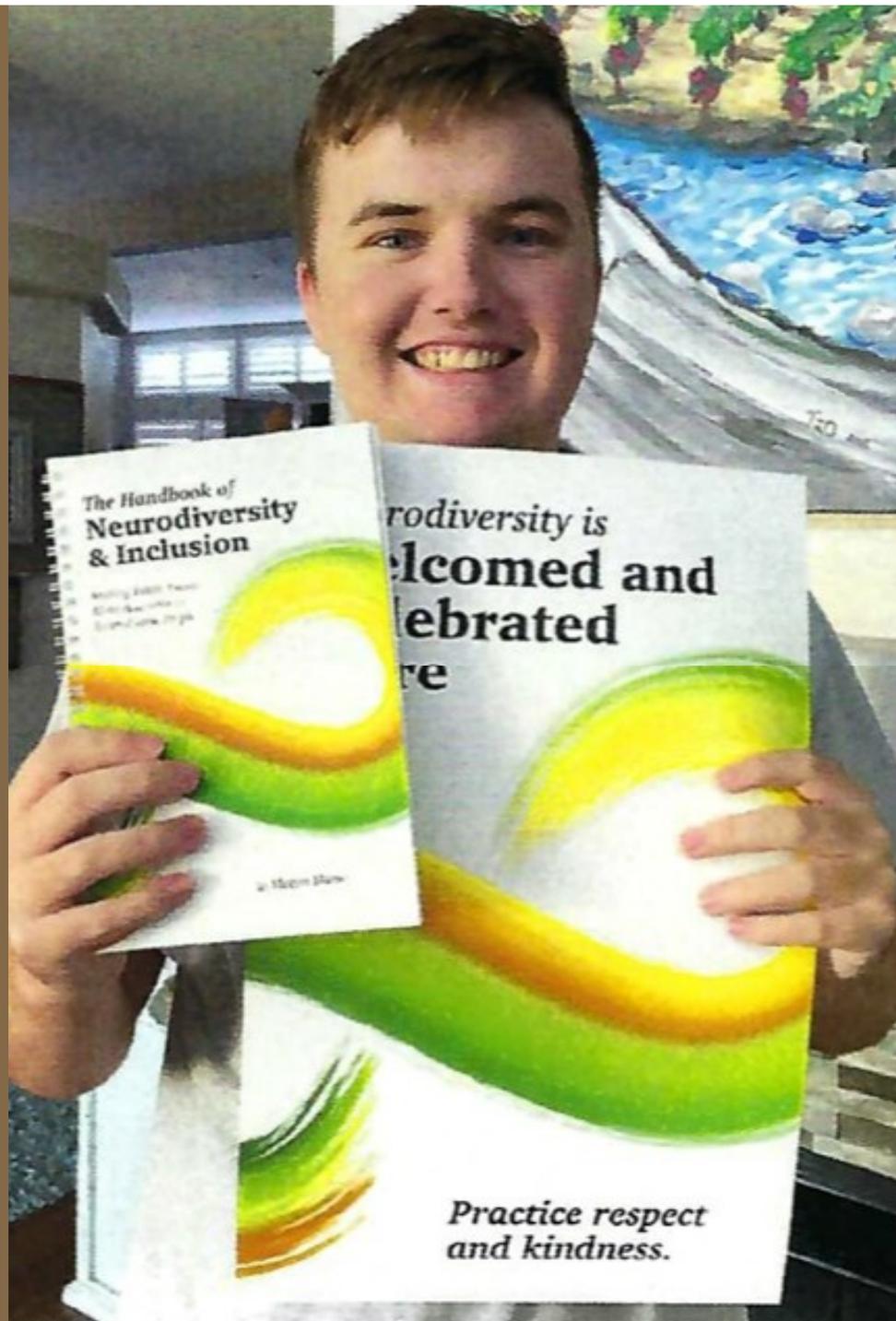


MEET MATTEO

“Together we can positively impact the lives of many neurodivergent people who would love to be accepted for who they are, appreciated for their ‘out of the box’ thinking, and respected for the way they process emotional and environmental information that often causes anxiety and can be overwhelming.”

~ Matteo Musso, Eagle Scout
Troop 939, Livermore, CA





“I want to be included with neurotypicals to be given the same opportunities as them.”

~ Anonymous young autistic, CA

COMMON CHALLENGES AND CONSIDERATIONS FOR SCOUTING ACTIVITIES

CHARACTERISTICS	INFLUENCES	CONSIDERATIONS
OVERWHELMING	Lights, noise, crying babies, barking dogs, strangers	Rest area/quiet area away from others, headphones, sensory map
DIFFICULTIES SOCIALIZING	“Fitting in”	Welcome personally even if it appears they are not paying attention
IMMOBILITY	Low muscle tone	Designate neurodiverse parking spaces close to the entrance
ANXIETY	Fear of inability to cope in the event environment; waiting in line; sitting still, being quiet	Alternatives to waiting in long lines, reserve some seats in back, close to exits, aisle seats
INTERFERENCE BY OTHERS	Others unfamiliar with vocal sounds and bodily actions common to autism	Ongoing awareness and education of others, welcome neurodiversity
LIMITED CHOICES	Special dietary needs are common	Provide options for gluten free, non-dairy, sugar-free and preservative free
NEED TO LEAVE EARLY	Stress of sitting still and being quiet	Provide “re-entry” options
LIMITED SUPPORT FOR A PERSONAL ASSISTANT	Limited verbal communication and/or physical abilities	Provide free entry or substantial discount, provide a personal assistant of neurodiverse person

HAIL! HAIL! HAIL!

CREATE A DESIGNATED CHILL-OUT AREA



WHY A CHILLOUT ZONE?
A designated area for individuals with special needs creates an environment that helps them feel safe, supported, respected and calm.

1. Provide a safe space
A designated area for individuals with special needs creates an environment that helps them feel safe, supported, respected and calm.

2. Provide a quiet space
A designated area for individuals with special needs creates an environment that helps them feel safe, supported, respected and calm.

3. Provide a space for social interaction
A designated area for individuals with special needs creates an environment that helps them feel safe, supported, respected and calm.

4. Provide a space for self-expression
A designated area for individuals with special needs creates an environment that helps them feel safe, supported, respected and calm.

5. Provide a space for learning
A designated area for individuals with special needs creates an environment that helps them feel safe, supported, respected and calm.



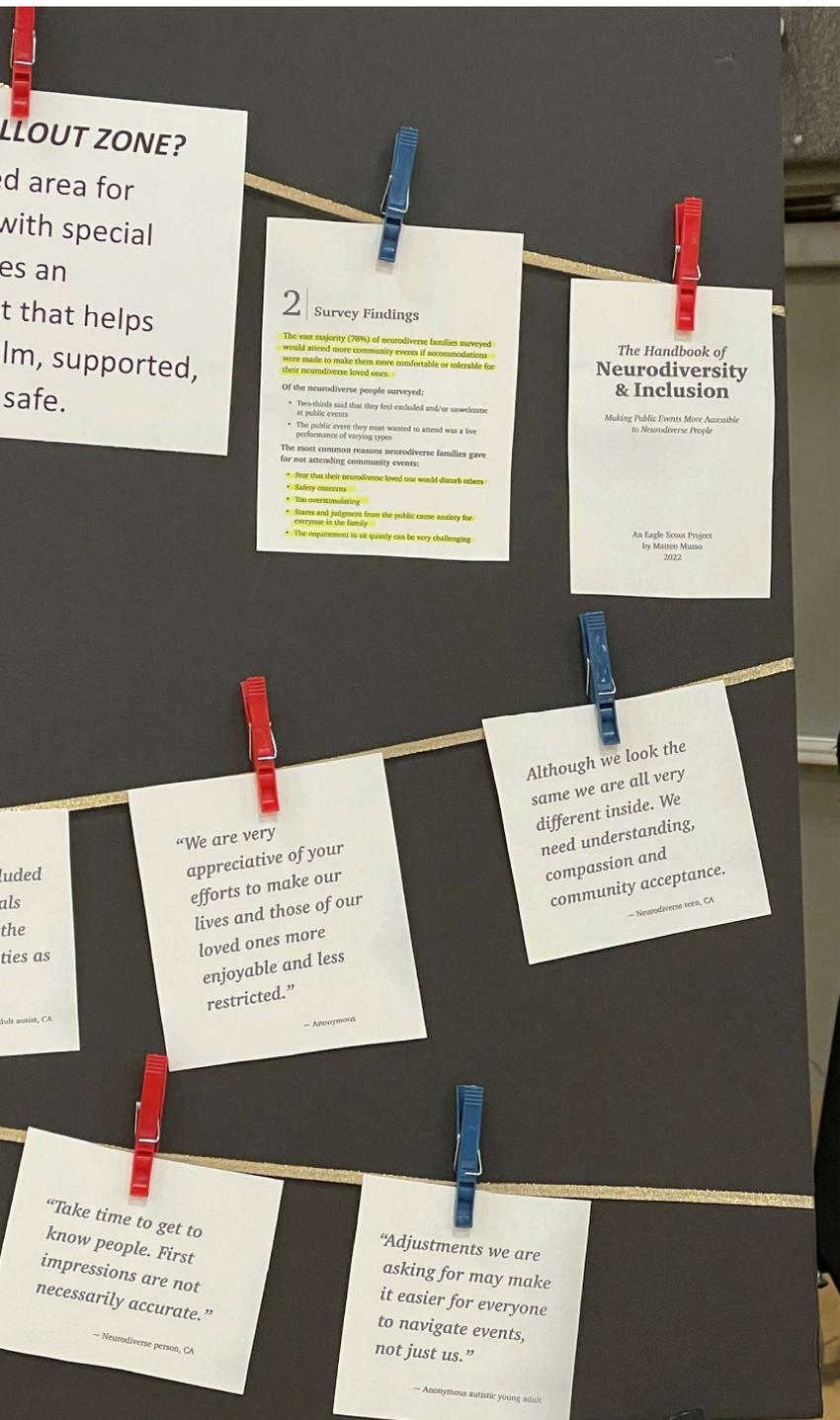


AREA PROVIDES RELIEF FOR NEURODIVERSE INDIVIDUALS AND COULD INCLUDE SOME OF THE FOLLOWING:

- **Quiet Location**
- **Privacy**
- **Covered or out of direct sun**
- **Comfortable Seating**
- **Comfortable Chairs for Family/Companions**
- **Soft Mats on the ground to lie on**
- **Squishy and Fidget toys to borrow**
- **Headphones to borrow**
- **Swinging Chair**
- **Mini Trampoline with bar to hold**
- **Compassionate Staff with neurodiversity training**







ALLOUT ZONE?

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2 | Survey Findings

The vast majority (78%) of neurodiverse families surveyed would attend more community events if accommodations were made to make them more comfortable or tolerable for their neurodiverse loved ones.

Of the neurodiverse people surveyed:

- Two-thirds said that they feel excluded and/or unwelcome at public events.
- The public event they most wanted to attend was a live performance of varying types.

The most common reasons neurodiverse families gave for not attending community events:

- Fear that their neurodiverse loved one would disturb others.
- Safety concerns.
- Too overstimulating.
- Stares and judgement from the public cause anxiety for everyone in the family.
- The requirement to sit quietly can be very challenging.

*The Handbook of
Neurodiversity
& Inclusion*

*Making Public Events More Accessible
to Neurodiverse People*

An Eagle Scout Project
by Matteo Musso
2022

"We are very appreciative of your efforts to make our lives and those of our loved ones more enjoyable and less restricted."
— Anonymous

Although we look the same we are all very different inside. We need understanding, compassion and community acceptance.
— Neurodiverse teen, CA

"Take time to get to know people. First impressions are not necessarily accurate."
— Neurodiverse person, CA

"Adjustments we are asking for may make it easier for everyone to navigate events, not just us."
— Anonymous autistic young adult

Know your





SCOUTING RESOURCES AND TRAINING OPPORTUNITIES

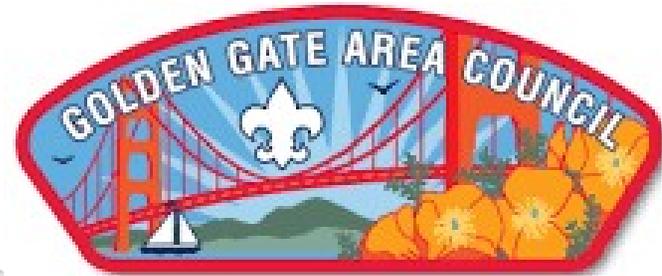
❖ LOCAL

❖ COUNCIL

❖ NATIONAL



**NorCal College of
Commissioner Science**





Able Scouts

Articles on Scouting with special needs and disabilities

www.ablescouts.org



The Toolbox

- [A: Introduction](#)
- [B: Basics of Scouting From a Special Needs Perspective](#)
- [C: Unit Leader's Role Supporting Scouts with a Disability](#)
- [D: Parent's Role Supporting a Scout with a Disability](#)
- [E: Navigating Advancement Requirements](#)
- [F: Methods That Apply to Many Types of Disabilities](#)
- [G: Organizations That Support Those with Disabilities](#)
- [H: Understanding Allergies and Food Issues](#)
- [J: Understanding Anxiety, Depression, and Other Mental Health Issues](#)
- [K: Understanding Attention Deficit/ Hyperactivity](#)
- [L: Understanding Autism](#)
- [M: Understanding Blindness and Vision Impairment](#)
- [N: Understanding Deafness and Hearing Impairment](#)
- [P: Understanding Intellectual Disability](#)
- [Q: Understanding Learning Disorders](#)
- [R: Understanding Physical Disabilities \(Mobility/ Gross & Fine Motor Skills\)](#)
- [S: Understanding Speech and Language Disorders](#)
- [U: Special Needs and Disabilities \(SND\) Committees](#)
- [V: Evaluating Advancement Alternatives](#)
- [W: Commissioner Service for Units](#)

scouting.org/resources/disabilities-awareness

Training Modules

- [SND 100 \(BCS 113\) – Essentials in Serving Scouts with Disabilities](#)
- [SND 101 \(BCS 118\) – Serving Scouts with Special Needs](#)
- [SND 110 – Inclusion, The Key to Disabilities Awareness](#)
- [SND 120 \(CED 714\) – Special Needs Scouting, ADHD](#)
- [SND 130 \(CED 715\)– Special Needs Scouting, Autism](#)
- [SND 140 Allergies](#)
- [SND 200 \(CED 713\) – Advancement for Scouts with Disabilities](#)
- [SND 210 – Program & Planning Strategies for Working with Scouts with Disabilities](#)
- [SND 220 – Camping Considerations for Scouts with Disabilities](#)
- [SND 230 \(MCS 322\) – Advanced Special Needs Scouting](#)
- [SND 300 – Council Special Needs & Disabilities Committee](#)

I like to share a piece of art with you. I designed it to be a reminder of the elements of nature that bring me peace. My anxiety steps up sometimes and this painting serves as a reminder to my brain that it allows calmness and it wishes to revisit that place of inner peace."

The title is, "Flowing Peace"

~ Matteo Musso

