



Student Employment Summit

Facilitating Success for Neurodivergent Students in Their Workplace

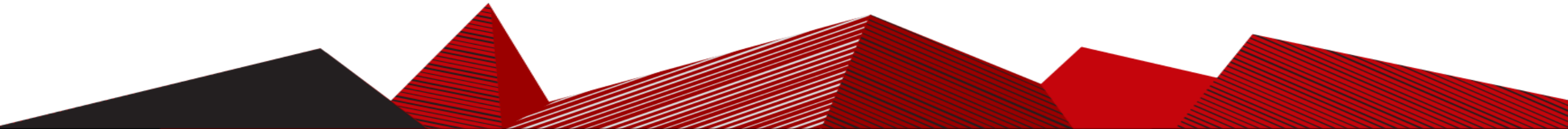
Ryan Keegan

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McBurney Disability Resource Center

Outline/Topics Slide

- Language of Neurodiverse and Neurodivergent
- Ableism [definition](#)
- Context
- Accommodations/Universal Design



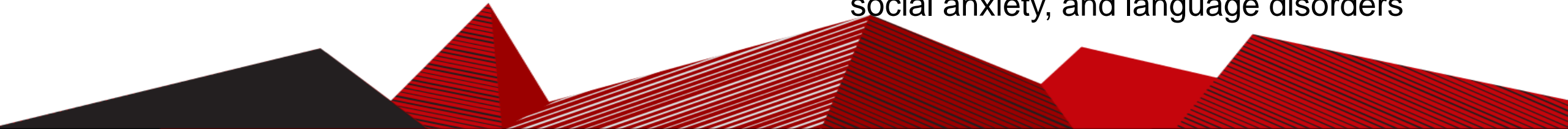
Definitions

Neurodiversity

- No normal style of human brain or mind
- No one right way of thinking, learning of behaving
- Just the normal difference in brains, how they work, and how humans experience the world
- Differences are not often viewed deficits
- Very broad community

Neurodivergent/Neuro-variant

- Having a mind that functions in ways which diverge significantly from dominant standards of “normal”
- Differing in neurological functioning
- Interpreting and interacting with world in unique ways
- Not "typical"
- Can be a bit more specific or narrow
 - Definitely includes autism, but also often includes LD, OCD, Tourette's Syndrome, social anxiety, and language disorders



Ableism

- The act of prejudice or discrimination against people with disabilities and/or the devaluation of disability
- A system of assigning value to people's bodies and minds based on societally constructed ideas of normalcy, productivity, desirability, intelligence, excellence and fitness.
- Deeply rooted in eugenics, anti-Blackness, misogyny, colonialism, imperialism, and capitalism.
- This systemic oppression leads to people and society determining people's value based on their culture, age, language, appearance, religion, birth or living place, "health/wellness", and/or their ability to satisfactorily re/produce, "excel" and "behave".
- You do not have to be disabled to experience ableism.

- a working definition by Talila "TL" Lewis*



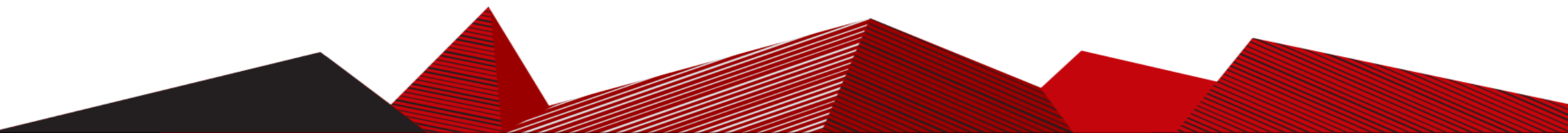
Population and Prevalence

US

- 27% of population
- 12.8% considered to have serious difficulty with cognition
 - ADHD- 10% - 11% of youth nationwide
 - ASD- 1 in 36
 - LD – 5-15% of population

UW-Madison

- 9% of student population
- Total Affiliated Students= 5379
 - ADHD- 28%
 - ASD- 2%
 - LD- 7%
 - OCD-2%
 - Anxiety- 22%



General Presentation of ADHD and LD

ADHD

- Paying attention
- Sustaining focus
- Organization
- Processing Speed
- Working Memory
- Interest level/stimulation
- Impulsivity
- Creativity

Learning Disability

- Language-based disability
 - Spelling
 - Grammar
 - Writing
 - Reading
 - Rate/fluency
 - Comprehension
- Word finding
- Processing speed
- Working memory
- Can also include math

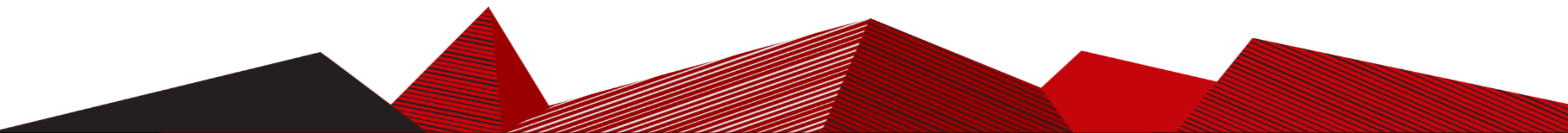
General Presentation of ASD and OCD

ASD

- High levels of synapse connection and responsiveness
- Social/communication differences
- Repetitive behaviors or interests
- Sensory differences/needs
- Uneven learning profiles

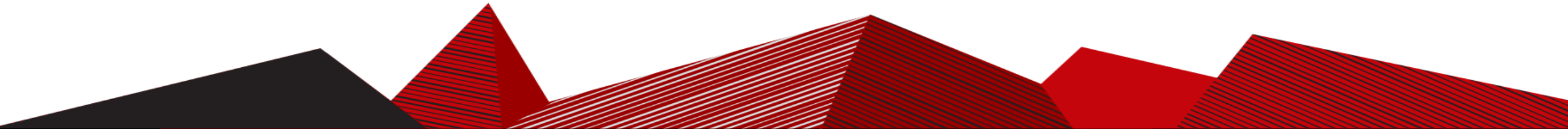
OCD

- Cycles of rituals, behaviors, and/or thoughts
- Strong thought patterns
- Behaviors that cannot help but be performed
- Concentration
- Time management
- Higher levels of brain activity



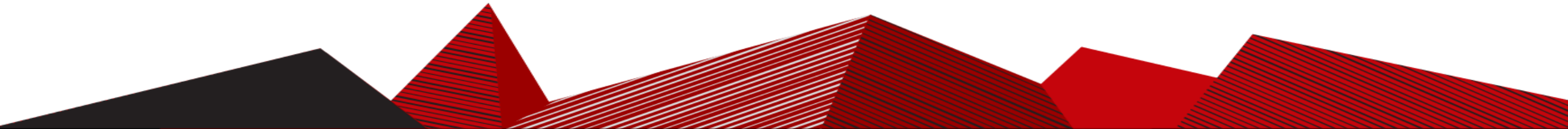
Commonality: Executive Functioning

- Higher-order cognitive skills that are needed to analyze, organize, plan, execute, evaluate, and adjust behaviors and actions
- Plan ahead to meet goals
- Self-control: Impulse and emotional
- Self-monitoring
- Staying focused
- Flexible Thinking
- Time management
- Initiation
- Organization
- Following multi-step directions

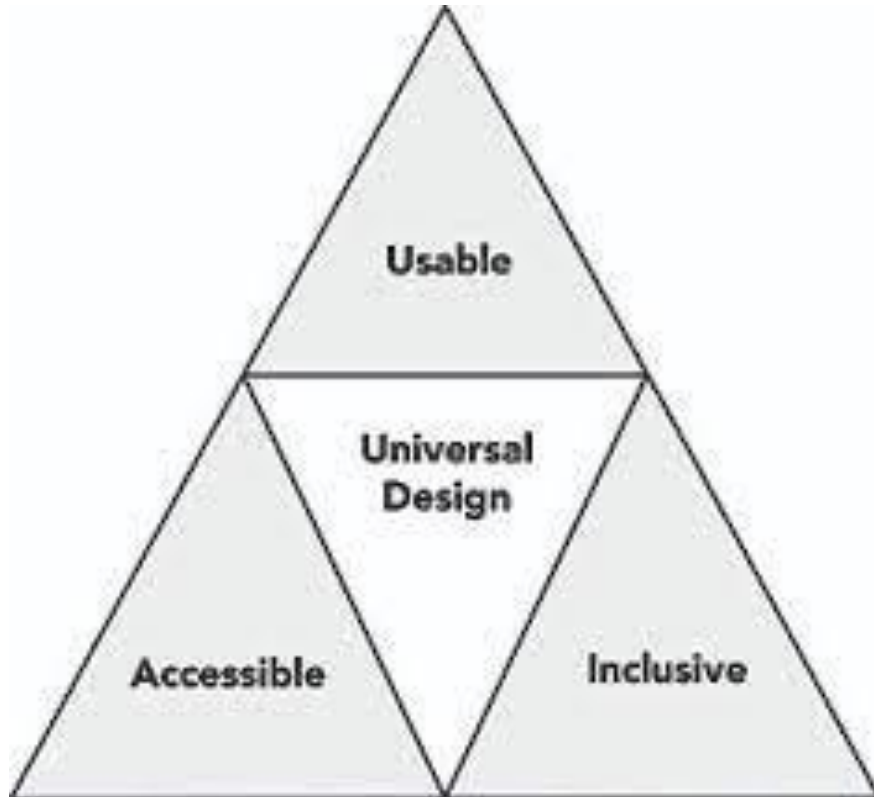


Common Barriers in Employment Setting

- Cognitive load
- Pressure to work quickly
- Processing speed
- Working memory
- Concentration
- Communication
- Ableism



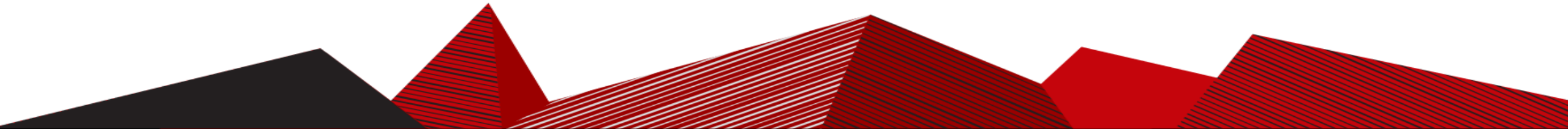
Universal Design and Inclusive Practices



- Universal Design defined
- Made to be useable for everyone, to the greatest extent possible, without accommodations
- Broad ideas help everybody
- Not specific to a population/student experience
- Not accommodations; much more proactive than re-active accommodations.

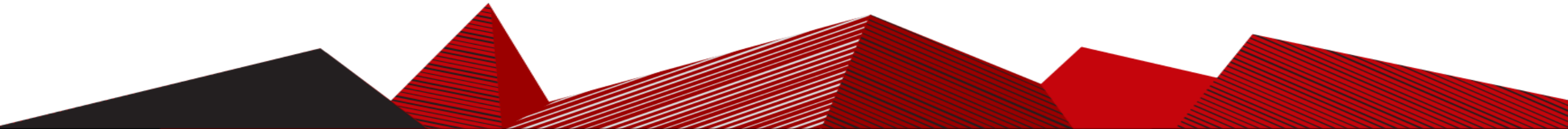
Employee Expectations

- For many students, this may be their first job.
- Having a handbook or list of expectations in writing helps to make sure everyone is on the same page.
 - This helps all employees including those with impacts to executive functioning.
 - Limit implied or unwritten rules/expectations. It leaves greater opportunities for miscommunication or misunderstandings.
 - Things you can include
 - Attendance – when to arrive at work, what to do if missing a scheduled shift.
 - Attire – dress code or explicit expectations.
 - What to do if there is down time.
 - Example scenarios of what to do for problem solving.
- Having a peer mentor to help with training and understanding other implicit team norms.
- Regular reminders for employee responsibilities as an
 - Send regular emails to the team about completing timesheets or other deadlines
 - Use Outlook calendar to "invite" students to their shift.



Work Environment

- Standing or other opportunities to be away from workstation.
 - Getting the mail, running something to another building, making copies, etc.
- Taking breaks or making breaks happen.
 - "It is quiet now, why don't you take a break to walk, get a coffee, etc."
- Allowing for headphones/noise reduction
- Opportunity for natural or dim lighting
- Interpersonal expectations/group norms
 - "When you get to work, I'll typically ask you how your day is going."



Task Management/initiation/organization

- Having task charts or checklists
 - Options for both printed and digital lists

Computer Opening and Closing Procedures

Opening – 7:45am

1. Log in to/open up
 - Microsoft Teams
 - Outlook
 - AIM
 - WIKI
 - McBurney website
 - Phone call log (excel)
 - Sticky notes (one note via teams) → can open in web browser
 - Other eg. pinned Word Docs
2. Listen to voicemail
 - Record in Voicemail log (call log online).
 - Call back and follow up
3. Cross check AIM appointments to outlook for the next day's appointments
 - a. To see the scheduled AIM appointments, go to "Manage Appointments" → "Daily Appointments" → next day
 - b. Access Consultants
 - Caitlin Farrell Haven (CFH)
 - Cody Sorlie Theis (CST)
 - Edwanike Harbour (EH)
 - Gwynette Hall (GH)
 - Heather Stelljes (HS)
 - Jessie Kourliourous (JK)
 - Kate Doran (KD)
 - Katy Wong (KW)
 - Kory Pucker (KP)

Task Management and Organization

- OneNote (online) as a real-time, dynamic format for tasks or reference.

The screenshot shows the OneNote interface. On the left is a sidebar with a search icon and a list of navigation options: 'Today's To Knows', 'Absence Notes', 'On Going To Knows', 'Contacts to Refer To', and 'Temporary Notes'. The main content area is titled '2022-2023 Front Desk Stickies' and contains a table with two columns. The first column lists the navigation options, and the second column lists the corresponding content: 'Today's to Knows', 'Office Moves and Updates', 'Info Update Archive', and 'Temporary Notes'.

Navigation	Content
Today's To Knows	Today's to Knows
Absence Notes	Office Moves and Updates
On Going To Knows	Info Update Archive
Contacts to Refer To	
Temporary Notes	

Today's to Knows

Thursday, November 10, 2022 1:55 PM

Today's Date: 07/11

Heads up:

- **Summer To-Knows**

- Edwanike out through July

- See [Stickies->Absence Notes](#)
 - [Email from Ryan on 7/5 Inbox](#) ->then "This Semester's To Knows folder"

- (Post SOAR) Drop-In Hours [email from Caitlin 6/9 in This Semesters To Know folder](#)

- Opportunity for first-year students and families to see [McB](#), ask questions, have private conversations not at resource fair table.
 - Tuesday-Friday every week from 12-2 PM.
 - If you hear of families or students looking to meet, please email staff that are scheduled (see next bullet point below) to give them a heads up.
 - [McBurney Drop In Hours Staffing in Box](#)

- New Staff!

- Sarah Martin started 6/5
 - Sharing offices with Maggie
 - Noah Gill starting 7/10
 - New access consultant
 - Sharing offices with Sarina
 - Carrie Kerska starting 7/11
 - New ALTC

Initiation Supports

- Hotkeys to open programs or reference docs, frequently used text.
 - <https://autohotkey.com>
- Setting bookmarks in browser to open on startup

Reason:

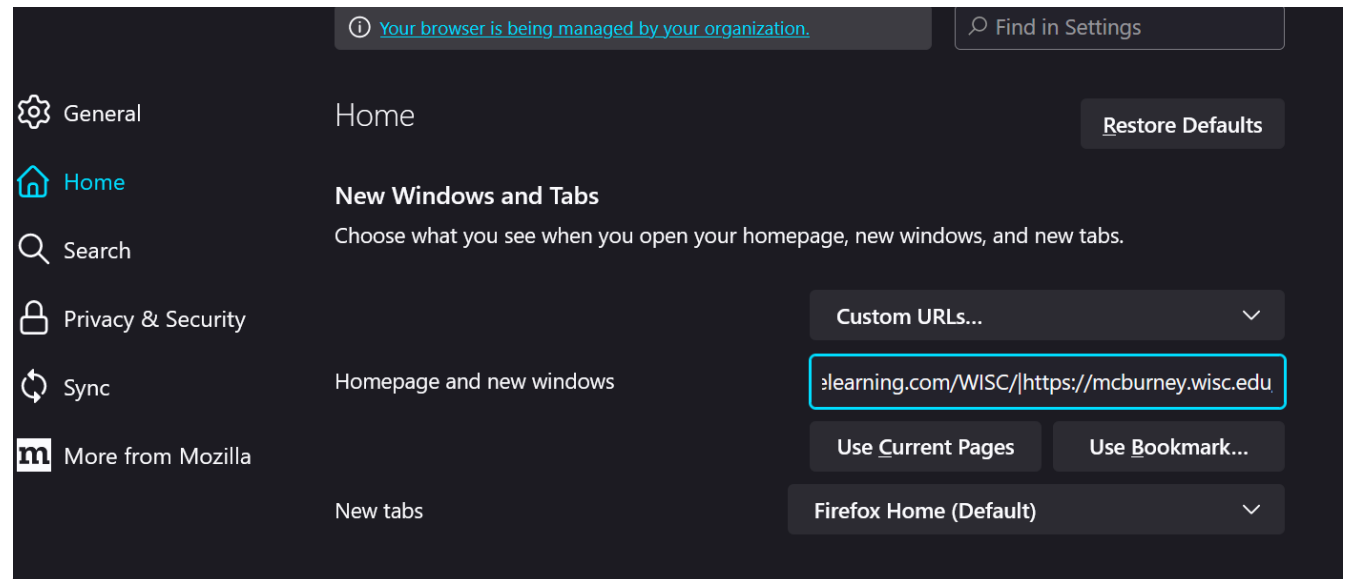
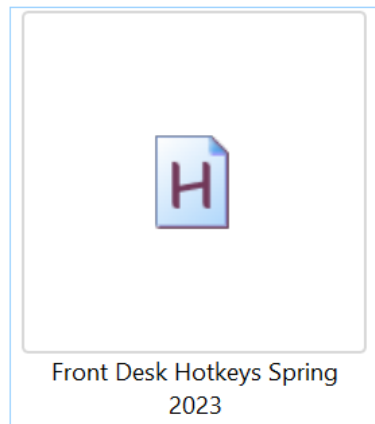
Phone:

By: Ryan K

Date: 07-09

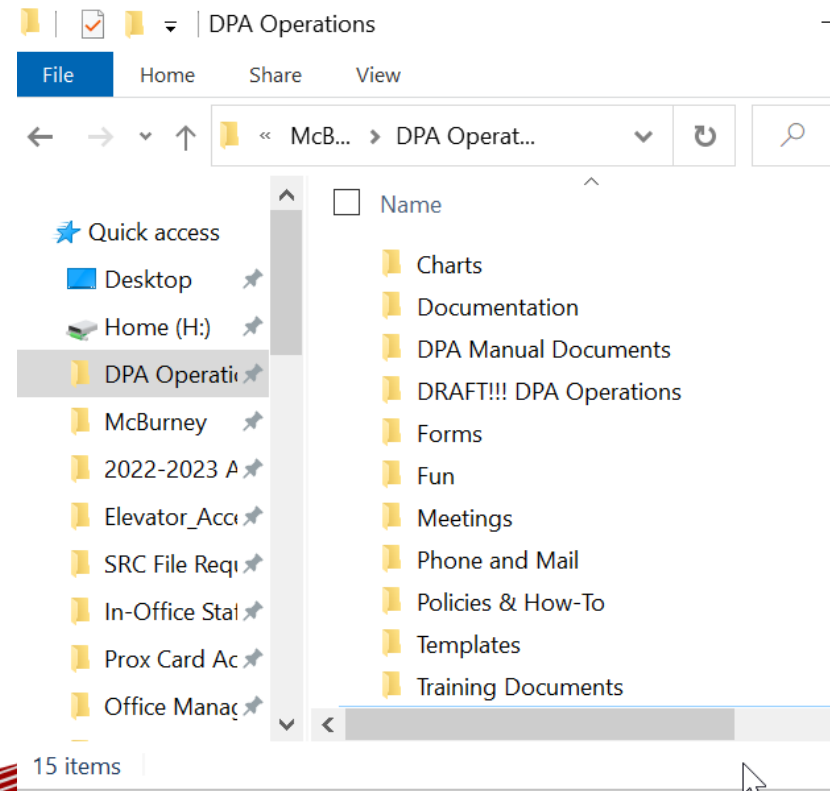
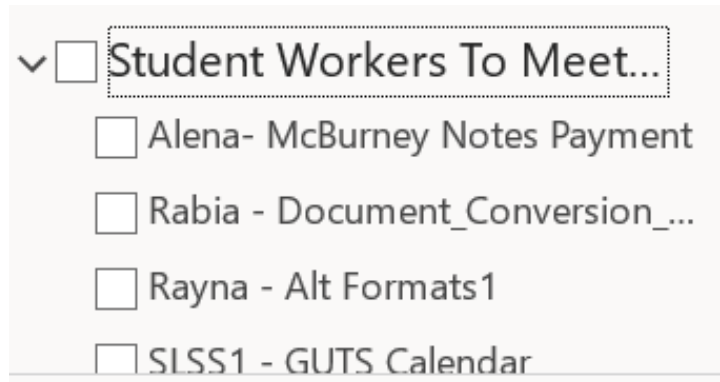
Email:

Other (eg laptop type)



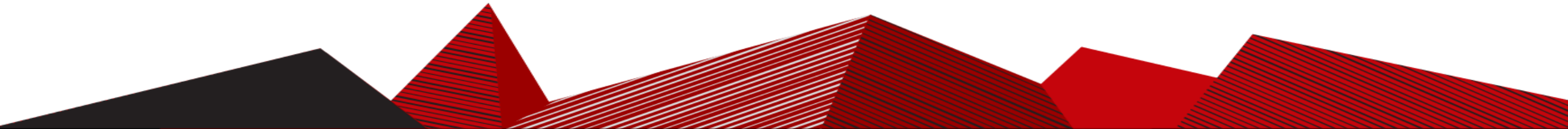
Organizational Supports

- Organizing documents, emails, etc into narrow, specific folders




Check-in's and Individualized Communication

- Being open to feedback as a supervisor
- Regular, predictable meetings
 - Schedule and provide agenda/topics ahead of time.
- Bigger, broad topics with specific questions to dig deeper as needed.
 - Start with broad, open questions to see where conversations go.
 - Be prepared to dig deeper.



Staff Meetings and Communications

- Communicate important info to the group as a whole.
 - Emails or other written communications.
 - Audibly in a meeting or to the team.
 - Send a copy of a meeting agenda ahead of time.
 - Consider Hybrid meetings
 - Provides flexibility with schedules.
 - Option for cameras off.
 - Automated captions.
 - Notetakers for meetings
 - Opportunity to build skills.
 - Save auto transcript of meetings if OK with the group.
- 



Thank you!

Questions?

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