



Beyond One Size Fits All



Working together with young adults to create inclusive environments

Introductions

About me and this workshop

Emma Edwards (She/Her)

- Over 20 years sector experience
- Within a variety of different settings
- Learning stance – Curiosity over judgment

Today will include some thinking, some learning, some planning. There will be different ways to get involved. Questions at the end



Introductions

About Esteem,

Esteem works with young adults aged 14 – 26

- Group Activities

- 1-2-1 Support

- Opportunities to Give Back

Our values are Trust, Support, Respect and we take a participatory, strengths based approach



A Space To Thrive



Belonging (quick fire)

In pairs

When was a time or place where you felt that you belonged?

What made you feel that way?

“

I was looking to find
a place where I
could just be myself,
no questions asked.
Nathan (aged 23)



Celebrating Difference

How we can support people in different ways.

Thinking about neurodivergence.

"neurodivergent" describes people whose brains work differently from the statistical norm, with different strengths and challenges. It's an umbrella term.

Task: On flip chart in 3 mins name as many things you can that sit under the neurodivergent umbrella eg. autism



NEURODIVERGENT UMBRELLA*

ADHD
ASPD
BPD
DYSLEXIA
DYSPRAXIA
SENSORY PROCESSING DISORDER
PTSD
DYSGRAPHIA

DID & OSDD
NPD
CPTSD

AUTISM
OCD
TIC DISORDERS
SCHIZOPHRENIA
MISOPHONIA
DOWN SYNDROME

BIPOLAR
EPILEPSY
ABI
HPD
SYNTHESIA

*NON-EXHAUSTIVE LIST www.livedexperienceeducator.com @livedexperienceeducator

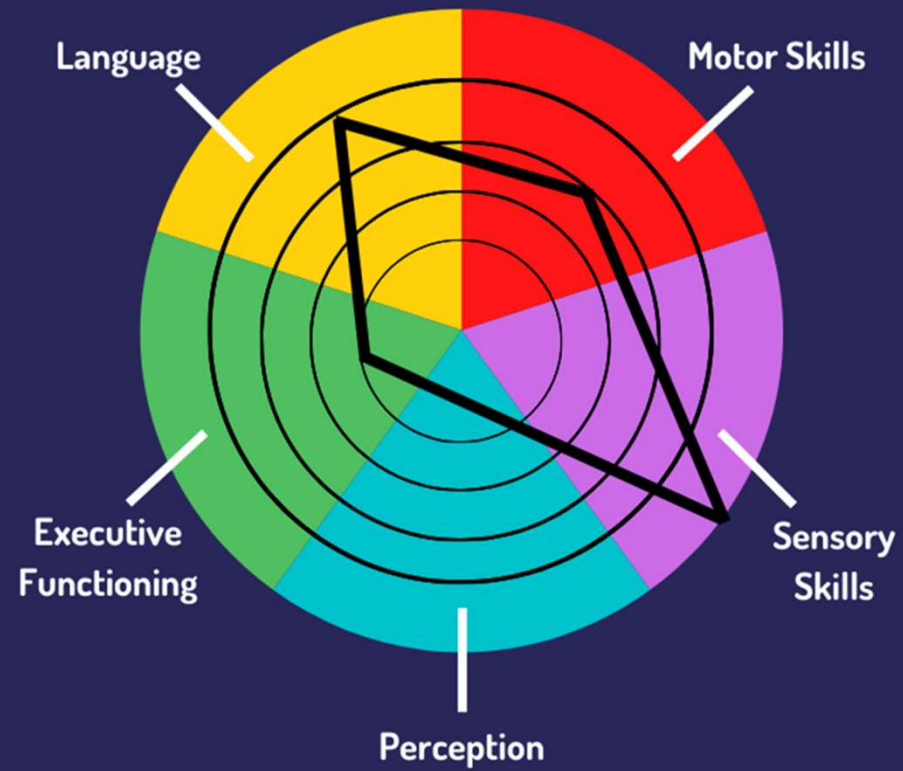
.....
What people think the autism spectrum looks like:
.....



Less
Autistic

More
Autistic

.....
What it can actually look like:
.....



Same Room, Different Experience

- What might an organisation assume?
- What might be going on?
- What could help?



Language Creates our World

The way we talk about young people shapes how we see them and what we do next.

What could we do differently?

Same young pearson, different world

"The group helped me feel safe, listened to and feel wanted in a space that wasn't my home"

- Chloe 16



Some Practical Top Tips.... (from young people)

Verbal	Written	Body Language and Space
Give processing time (count to 10)	Be clear on timings, deadlines and what to expect	Eye contact may be impossible, use verbal cues that you're listening
One question at a time	Write down the steps and check they have understood	Offer fidgets or something to do side by side while talking
Plain Language - no jargon, no acronyms	send a short summary afterwards to process later	Allow space and time for sensory breaks and stimming
Find the right space, not a busy loud one	Sans serif font, 12 - 16 pts line spacing 1.2 - 2	Give people their personal space

From Inclusion to Ownership

Inclusion is the start but where is the power?

For young people a space they helped design is a space that already fits them

“

Every voice and opinion matters at Esteem, so we all learn how to grow, and be a part of the community.

Steph (aged 21)



From Inclusion to Ownership

Esteem's Framework

 THRIVING =	 Connection	 Action	 Ownership
How we do this	Warmth Responsiveness Inclusion	Scaffolding, Shared Decision Making Responsibilisation	Awareness, Ownership of Emotions & Actions
Delivery Examples	• Warm welcome, by name • Safe, predictable space • Same faces, familiar routines • No surprises, clear expectations • Flex to each person • Calm in charged moments • Options when distressed • Include everyone, no judgement • Belonging through shared tasks.	• Choice and control offered • Act on ideas fast • Clear, explained steps • Model what we ask • Build on their strengths • Credit effort, not outcome • Hand over real responsibility • Safe environment to try and fail	• Reflect, set own goals • Name emotions, together • Respond, don't react • Own mistakes and actions • Support repair when there is harm. • Learn together from what went wrong • Grounding, in the moment

■ One thing I will take away....



Thank you

Q&A

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