Kassandra Clemens' Zoom Meeting 30th May – Summary

Neurodivergence & Emotional regulation

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Host – Kassandra Clemens

Transformational neurodivergence coach and founder of Heal Your Confidence Community Interest Company

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Panellists

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Plus, 42 attendees. Several spoke up while others contributed via a very lively chat (only available to attendees).

Challenges faced by neurodivergent students @ 32:42

Enas shared experiences working with neurodivergent students, particularly those in healthcare fields, who face significant barriers and discrimination during placements. Sandra echoes these challenges, noting the lack of proper support and preparation for neurodivergent students transitioning from high school to university. The group discussed the need for better training and understanding among educators and placement providers.

The role of family, trauma, and co-regulation @ 46:22

Participants highlighted how emotional dysregulation often has roots in family dynamics and intergenerational trauma, rather than just being an individual issue. They emphasised the importance of teaching co-regulation skills to both neurodivergent individuals and their families/support systems. The discussion explored how the onus is often wrongly placed solely on the neurodivergent person to "fix" their dysregulation.

Societal biases and the need for systemic change @ 58:00

The group acknowledged the double standards and biases that neurodivergent individuals face, where their emotional responses are pathologised in ways that neurotypical responses are not. They highlight the need for broader societal and systemic changes to address these issues, rather than just focusing on individual coping strategies.

Preparing neurodivergent individuals for transitions @ 1:39:00

Sandra shared about a programme she is developing to help prepare neurodivergent students for the transition to university, recognising the importance of early intervention and skill-building. The group discussed the value of such proactive approaches, as opposed to waiting until students are already struggling at the university level.

Recap and next steps @ 1:49:33

Kassandra and the participants expressed gratitude for the rich discussion and insights shared. They acknowledged the complexity of the issues and the need for continued collaboration and action to better support the neurodivergent community, especially during key life transitions.

Recommendations from participants

Supporting students with dyslexia in practice - https://cdn.southampton.ac.uk/assets/imported/transforms/content-block/UsefulDownloads_Download/CB91FC2A61FC42EF962A64A9CF3A6115/Supporting%20students%20with%20dyslexia%20in%20practice_2nd_edition.pdf