



mind over manner.

Neurodiversity | Kanorau ā-roro

Professional and Whanau Workshop
Part 1: Kaupapa and Neuro Information

Susan Haldane, Founder and Creative Director of Mind Over Manner

- Susan Haldane is the Founder and Creative Director of Mind Over Manner
- Susan directs and facilitates with a professional team of theatre practitioners who are dedicated to the study of human difference and behaviour.
- Using her 35 years experience as an actor, director and teacher, Susan now utilises the power of theatre as the creative medium through which to shift thinking, reframe our understandings and reassess our responses towards our more complex youth.
- Susan's work has focused predominantly on youth and their development of social confidence, flexibility and activating their personal contribution towards Creating a Culture of Respect.
- Susan has facilitated theatre workshops with refugees, kids on the street, for multicultural and differently abled groups, in schools, in prisons, with educators and with legal, medical and other professional groups

Susan Haldane, Founder and Creative Director of Mind Over Manner

- As a result of all this combined experience, and as a parent of a young adult with ASD/ADHD, Susan has become specifically curious and has developed her own extensive knowledge of the cognitively diverse individual and what their specific needs may be.
- As these children have reached adolescence, Susan has also come to recognise the increasing needs of the parents, family, teachers and other professionals who are in close contact with these students.
- The strength and stability of these people in their interactive role is a fundamental contributor to the most positive development of the teenager.
- As we develop knowledge of differences, we build a collective compassion , and an active component of generosity in our communities. This shift in understanding reflects back to all of us, the differences we ALL have and how each and every one of us brings equal value to the world we live in.

Intro from Sue

- Tēnā Koutou, Tēnā Koutou Tēnā tatou katoa
- Ko te kaupapa o te rā
- Nga mahi Takiwātanga
- Nō Mind Over Manner ki Aotearoa
- Ko Tamaki Makaurau taku kainga
- Ko Susan Haldane taku ingoa
- Tēnā koutou katoa
- **Welcome today and thanks to Whāraurau for having me here on lunch and learn today**
- **I am the Founder and Creative Director of Mind Over Manner**

Karakia

| | |
|--------------------------------------|--|
| Whakataka te hau ki te uru, | <i>Cease, oh winds of the west and of the south</i> |
| Whakataka te hau ki te tonga. | <i>Let the bracing breezes flow</i> |
| Kia mākinakina ki uta, | <i>Over the land and the sea.</i> |
| Kia mātaratara ki tai. | <i>Let the red-tipped dawn come</i> |
| E hī ake ana te atakura. | <i>With a sharpened edge,</i> |
| He tio, he huka, he hau hū. | <i>A touch of frost, a promise of a glorious day</i> |
| Tihei Mauri Ora! | <i>Life force, alive!</i> |

Mind Over Manner - KAUPAPA

What/He aha

- workshops for those in close association with rangatahi/teens who think learn and work differently.
- In the past called Autism / Neurodiversity/Takiwātanga

TAKIWĀTANGA - Keri Opai – in their own space and time

- While designed for those alongside **intermediate/ secondary age** – the same tenets apply to our preschool and primary age groups

Why/He aha ai

- **support those who live or work alongside rangatahi and tamariki** , who manage the survival responses that can lead to the **isolated teenager, teenage runaways, high anxiety and difficulty socialising in larger groups/ropu.**

Mind Over Manner - KAUPAPA

Bell curve, Increase in those diagnosed with neurodiversity and now as a response to changing times, anxious states in youth that can strongly align with neurodivergent behaviour.

How/Me pehea

- **help to find strategies** for when the people alongside **don't know what to do next.**
- **uses creative process. I work as the facilitator, with a Team of 4 actors** Today we will be using a **filmed resource.**

- Our **deep purpose** is to use **creative practice,**
- to **provide knowledge, shift understanding,**
- to **reframe our responses and find true connection**

LIVED EXPERIENCE and LEARNED EXPERIENCE

Preschool – Highly creative child

Started school – I became an anxious parent – told I was mollycoddling, unrelaxed but I knew something was different. When I couldn't get the supports I needed, I created Mind Over Manner.

- **Still learning and understanding** and working alongside anxiety
- **Always working alongside and enabling transitions**
- Who is in the room today? Recognising we all bring our lived and instinctive knowledge towards this kaupapa
- Looking forward to working with you !

Mind Over Manner Pillars of Best Practice

- **Neurodiversity**

Being informed of some facts around neurodiversity and how it affects sensory and cognitive processing can bring new access to the untapped learning and living potential of many rangatahi and tamariki

- **Te Ao Māori Reframe**

Integrating Te Ao Maori perspective on neurodiversity provides a reframe out of what is now considered a disability or deficit. Rather see it as a result of a social response to difference Takiwātanga (in their own time and space) shows the gifts that each and every person brings into this world

- **A Collective Approach**

Providing a common language and response to neurodiversity - brings the recognition that many aspects of diversity exist in all of us

- **Creative Practice**

The most effective process for Learning and Positive Change is through conscious creative practice, It takes us all out of our heads, into our hearts and then into our gut – our intuition as a means by which to respond.

SHAPE OF WORKSHOP SERIES

- Will be Sending Resource notes
- Also sending a copy of my presentation from Today

- Piece of paper and some pens

Part 1 Neurodiversity Information and Anxiety

Part 2 The Sensory Over Responder

Part 3 The Sensory Seeker

Part 4 The Sensory Under Responder and Transitions

Part 5 Whānau & Manaakitanga for all

EXPOSITION | POKAKĒTANGA O NGA ARA RONGO

SENSORY PROCESSING DIFFERENCES

Today we will look at specific presentations of neurodiversity and see how it impacts on the teenager/rangatahi and on those living or working alongside them.

Lets look at how **SENSORY PROCESSING DIFFERENCES** bring about such reactions.

- Those with sensory processing differences are often like **radars and pick up on sensory information** in a heightened or intensified way i.e. their sensory modulation is different.
- These differences contribute to the difficulties/raru a person can have in **relating to their world**.
- As a result they can respond with what outsiders may call **“behaviour”**

We'll start to recognise what is often seen and mislabeled as **oppositional, controlling, shut down or confused** “behaviour” is a reaction to an incredible discomfort they are experiencing.

SENSORY MODULATION



There are a number of ways sensory processing differences present.

Over Responder, Under Responder and Sensory Seeker

As we watch these we are watching what is often an **internal voice**. The actors are expressing this vocally but this does not always happen. If it does the individual often uses **torturous language, blaming and anger when uncomfortable**

- Visual
- Auditory
- Touch
- Taste
- Smell
- Proprioceptor sense – Muscle tone of the body
- Vestibular sense – Sense of the body in space

Lets watch/Titiro mai

Sensory Over Responder

- Reliability .Accuracy Persistence
- Attention to detail. Perfectionist
- Creativity in Arts and Sciences
- Does not let emotional factors become a distraction
- Thrives on Routine and Consistency
- Good at identifying mistakes. Conscientious
- Factual Knowledge
- Technical Ability
- Speak their mind Sense of social justice
- Conversation free of a hidden meaning or agenda
- Originality in problem solving

Problems for ASD students

- Teamwork skills
- Coping with change. Flexibility
- Managerial Responsibility
- Advice perceived as criticism "My Way"
- Personal Grooming and Hygiene
- Sensory perception
- Vulnerable and gullible to teasing and victimization
- Unorthodox time keeping and work routines
- Problems with authority figures
- Knowing when to ask for help
- Need for validation and reassurance
- Contrast between safety of the home and the workplace
- Managing stress and anxiety
- Organizational and Planning skills
- Getting started, being distracted
- One track mind
- Different perspectives and opinions
- Fantasy regarding career

UNDER RESPONDER



- Does not want to be noticed
- Has trouble achieving time frames and often drifts off
- Waking up is a difficulty
- Often disappears into the back of a busy classroom

Two types

- Lethargic/withdrawn
- Dreaming/Self Absorbed - so engrossed in thoughts that others have trouble breaking through.

SENSORY SEEKER

- Many ideas at once. Often flooding in... to be managed
- Signs up for **EVERYTHING**
- Makes and loses friends
- Suffers from *Confusion* and *Anxiety*
- Is often blamed for outcomes when their intentions were good
- Becomes overwhelmed and anxious and uses survival and defense behaviors

ACTIVITY: Identification of **SENSORY MODULATION**

One sensory thing *you* experience:

in Visual

In Auditory

In Touch

In Taste

Put in the feed

Think of a child in your home or classroom who may be :

An over responder

An under responder

A sensory seeker

Please note a person can experience all of these 3 states over a day

FLASHCARDS

Sensory processing in us all dial up or dial down
Creates **overwhelm, or anxiety, discomfort or craving**

This leads to **a need**

The capacity to listen **drops out when a person is anxious.** i.e. when anxious, the auditory sense is not effective.

- A visual card **Flashcard**) can be used when upset or in overwhelm
- This goes into a different sensory modality for connection
- Smell to soothe
- Touch or pressure
- Flashcards – Visual communication

Examples of Flashcards may be as follows: These can then be made into a **non verbal signal**

FLASHCARDS

for rangatahi

*I need to get
outside*

FLASHCARDS

for rangatahi

*I Need to Make
a Sound*

FLASHCARDS

for rangatahi

*I Need to be
Alone*

FLASHCARDS

for rangatahi

I Need to Move

My Body

Then Create a *Non Verbal Code or Signal*

Response to Another Person's Anxiety

When anxiety is happening for **another person**, it is very **difficult for the person to hear you properly**, they can't listen to what is being said.

Therefore it is difficult to help them.

- We need to **Take out words**
- **What** does this person **need** from you?
- How do you **create a connection without spoken words**?
- What would your **flashcard** look like if you were to present it to them?

To Rangatahi



*Do you need
support ?*

Rangitahi and Support Person

*I can't be
alone right
now*

*I will sit
with you*

Rangitahi and Support Person

*I need to be
in a small
quiet space*

*Lets walk
together to
your safe
space*

Collective Classroom or Whanau Flashcard

- Each classroom requires a **collective flashcard for the whole classroom** for when **anxiety is happening**
- Remember to think about what energy changes we need to make in the classroom in all sensory modalities

Visual, Auditory, Touch, Taste, Smell

This is something you can create with your classroom

*Let's do silent
reading or
drawing or slow
movement for 10
minutes*

FLASHCARD

TEACHER to NEUROTYPICAL STUDENT



*Please Find Tutor
Support*



Please Find Aunty Support

Sensory Processing Differences in Us All

Put your sensory irritation into a **need** and then into a **Signal/Non-verbal Coding**
Describe or draw this here

What the need is as a flashcard

What the code is

SENSORY DISCRIMINATION

SENSORY DISCRIMINATION

Difficulty/*raru* distinguishing one thing from another in one sensory modality

The sensory modalities:

- Visual
- Auditory
- Touch
- Taste
- Vestibular - The sense of the body in space
- Proprioceptor - The Muscle tone in the Body

ACTIVITY: **SENSORY DISCRIMINATION**

Can you identify a young person in your life with a sensory discrimination difference?

Remember, it could be any one of the following sensory modalities:

- **Visual**
- **Auditory**
- **Touch**
- **Taste**
- **Vestibular** - The sense of the body in space
- **Proprioceptor** - The Muscle tone in the Body

SENSORY BASED MOTOR DIFFERENCE



DYSPRAXIA

POSTURAL

SPATIAL ORIENTATION

SENSORY BASED MOTOR DIFFERENCE

Difficulty/raru with stabilising, moving or planning a series of movements in response to sensory demands. Many of these relate to the Corpus Callosum – the nerve centre that links the two hemispheres of the brain.

DYSPRAXIA

- Small spidery handwriting, all ends up on one side of the page
- Difficulty spacing words – i.e. planning and executing a series of movements
- Can appear clumsy or uncoordinated

POSTURAL

- Can't sit up straight at a table – often viewed as lazy, or lacking in sleep
- Illegible handwriting - lack muscle tone in shoulders and upper bodies to stabilise, can't sense how hard or soft to grip pencil or pen.
- Difficulty/raru using both hands at the same time

SPATIAL - PERSPECTIVE Dyslexia.

Different perspective for layout of room, imagine looking from perspective from other side of room, from above, from underneath.

SPATIAL ORIENTATION

Trouble finding places they've been before – missing internal sense of direction.
Gets lost at school, follows others to find their way to class.

TIME AS A SENSE

TAKIWATANGA - AUTISM

In his, her or their own time and space

Time

There is space in between each of us.

Those with sensory processing differences read the world differently, often through this space.

In this workshop we will call it “through their RADAR”

Oliver Sacks Story

ACTIVITY: RADAR SENSE

Close your eyes and feel the space between you and the person beside you or an object in the room

TIMELINES

Artificial timelines

As a result of the industrial revolution, children are made to fit into man-made timelines that do not correspond to their individual/emotional/physical timelines.

How to manage them?

- How do we make a full week feel comfortable?
- Not doing Wednesday?
- Creating priorities with time in and time out?
- We need to bring everyone on board.
- We need to slow down

CHANGING TIME

Use techniques to bring child:

- Stillness
- Wait time
- Out of busy time
- Time to find presence of teacher

Different way to look at time rather than the lineal

- What **time shapes** do we create in the classroom already – How do we develop these?
- What are **some changes we could bring to the current linear timeline** that exists in a school time-table?

INTERNAL CLOCK - DEEPAK CHOPRA

DNA contains an internal clock - Deepak Chopra – Ayurvedic healing

- Cricket has a chirrup – When born innate chirrup timing of 30 second cycle
- Another cricket has a time cycle of 40 seconds –
- We all hold our own clock in our DNA.
- The westernized linear time structure has messed with our natural clocks

STILLPOINTS

The **still point** for a **sensory seeker is often in motion**

- Story of a man who was **expelled from several schools** over his school years,
- Now a martial arts black belt instructor, successful, has his own business and it is doing very well
- His **still point** where he can focus is in **“Motion”**
- **No learning** can happen for a person who is told to **sit still** as this is not where their capability for focus lies.

Example:

- Often **eating is difficult** because the person finds it **hard to sit still**
- So eating in the **car** can be helpful as the **visual sense is activated by the moving** scenery and this means the body can be still enough to “eat”

Te Ao Maori - Time

- **Dr Rangi Matamua** speaks of the timelines imposed on us from across the other side of the world
- The westernised timeline is **linear** - past , present , future
- It only considers the movement of the sun
- **In te ao maori** - time is measured by sun , moon AND the stars .
- Which means that time changes. There are moments of high action (Rongo) where everyone is in fast movement - (the fishing et al happens) and moments of no action (Whiro) (stay home , be still, go quiet)
- All of this depends on the moon

- Let's speak about the birth of a child - What time is their personal body clock in ,
- **The elders would watch them**
- If they are awake at night - focus on the stars - **our navigators** ,
- If Baby is still and earthed and listening - **our truth seekers**
- If baby propelled into action - our **protectors**
- If we look at what is now called **dyspraxia** - you may throw something into the bin - next minute the child has their head at the bottom of the bin to see what you threw away .Lets reframe this - this child could become one of our best **foragers**.

COMMUNICATION | HE KORERO

Let's start to look at a couple of things we take for granted with our neuro-typical students and how things are different for our neuro-divergent students.

Literal Interpretation of the English Language -

Some people think in **words**, some people think in **pictures**

- Thinking in pictures brings a **capacity to code**,
- Thinking in pictures brings a **capacity to see patterns, symbols and shapes more easily**

The problem can be with the te reo pākehā/English language often use idiom , speak through a visual imagery and can be **very confusing**

- It just doesn't make sense
- We often must think of how to **re-explain what we say** to unravel confusion

Listen to the following and form a picture or mental image. Imagine how confusing this must be for a person who thinks in pictures

Auditory Processing Delay/Comprehension

Auditory Processing Delay

- If a student is processing a sentence
- **Repeat it exactly** (allows for processing delay)
- Then reiterate it and say it in a **different way**

Comprehension

Teachers can mistake their verbal ability with comprehending everything. Often **best at spelling** but **don't have comprehension**.

Te Ao Maori Reframe

- Positive to be thinking in pictures
- Read landscapes, trees, maunga, awa, bush, nature, the call of the manu,
- Reading carvings, weaving, toi maori
- Reading stars - matariki, humidity, hot summers, whether there will be good rain
- those who have gone before you
- Tia Tia
- Composer of landscape
- Energy can be read - Mauri - life force, stars, rakau
- Bringing in the history of land and what's gone before - the knowledge of the stars
- Artist, Filmmaker, Storyteller, Architect
-

COMMUNICATION | HE KORERO

Imperative VS Declarative Language

- People who are neurodivergent are often **Self Learners**.
- They don't like Authority.
- *Refer Article - Why anti authoritarians are often made diagnosable*
- The way we talk has been broken down into what is known as 'imperative' and 'declarative' communication.

Imperatives demand a response from the child/**rangatahi**. An order. don't require a lot of thinking about. Often yes or no: ie. did you go to school/kura today?

Declarative communication/**korero** is open-ended, there is no right or wrong way to respond.

It invites connection/**whānaungatanga** and the sharing of experiences.

We can hear the difference/**Whakarongo mai ki wena tauira**

COMMUNICATION | HE KORERO

NON Language - CODING

Use your radar and read the bid for connection

- Repeating a word
- Reeling off and repeating 3 lines of a TV show
- Almost like a Tourette
- Sucking your attention

NON-VERBAL COMMUNICATION Repeat!

Anxiety can lead to coding as a way to show a discomfort

Use your radar and read this as a bid for connection or need for support

- Repeating a word or numbers
- Reeling off and repeating 3 lines of a TV show
- Singing over the conversation
- Patterning in the feet
- Pacing or spiraling

SPECIAL INTEREST | OVER RESPONDER and SENSORY SEEKER

Those in **Takiwatanga** often have a special interest

- Often used as a soother when the person is in an anxious state.
- All neurodivergent teenagers/**rangatahi** are different,
- They all need a different response.
- Special Interest is often a vital thread for learning/**akoranga**.
- Learning happens through this interest
- Mentors who have the same special interest can direct the learning
- The cycle of thinking around the special interest blocks the anxiety

It can also be a vital thread for getting from A to B in the day-to-day functioning of a neurodivergent young person.

Obsession - Lens of Special Interest

Movie Screen – Thinking in special interest

Different Perspective

- Every rectangle is a movie screen

Exercise - Lets look through the lens of an obsession

See the room in terms of:

- Electrical Wiring
- Sound Waves
- Pollution – cars on the road
- Weedkiller sprayed on the hill outside

Obsessive Lens on natural disasters

Excitement and Terror

UTILISING the SPECIAL INTEREST

Can you think of any child with a special interest?

- Recognise it is **exhausting** for the child to keep going around the circuit
- How can you expand the circuit out of thought/the intellect into creative expression
- Pepsi Cola Club at home or school
- Stick insect – paper mache - paint it, upsize , micro, costume with stilts
- Provide opportunity to show knowledge
- Lunch time – lego matt under tree (these children are often not sporty or keen on team /ball/running games
- Provides opportunity for socialization alongside

Conclusion

Many of our young people **sit inside this anxiety**. They are of **huge value**.

They are our **Objective Observers**. They are our **critical conscience of society**.

They show us the **essence of what it is to be a human being**

While it can be hugely taxing they call on **our generosity our patience and our time to be beside them, to be compassionate and to allow them to reflect to us** - all of us

and remind ourselves **what we expose ourselves to and what sensitive beings we all are in this world**.



Acknowledgement

The work you people do alongside these young people is of **huge value**

Our youth need parents, whanau, caregivers, community, educators social and justice workers and health professionals- all to be on the same page.

Thanks for attending,

Thanks to all of you who provide a vital care for these people

A safe place. A connection point... **Thank you**