University of Huddersfield Repository

Taylor, Janet

Dyspraxia, Neurodiversity and Inclusion

Original Citation


This version is available at http://eprints.hud.ac.uk/8359/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
Janet Taylor
Neurodiversity and Personal Development Consultant
Email: janet@Dyspraxia-training.co.uk
Web: www.dyspraxia-training.co.uk
Dyspraxia and Neurodiversity

Removing Barriers to Inclusion and Recognising Strengths

© Janet Taylor 2009 DIT
“Dys” abnormal/ill

+ “Praxis” = not being able to carry out actions (Portwood 1999)

Label blames individual and not disabling barriers that cause this impairment to become a disability
This is a negative and self-fulfilling label that implies that we are not capable of taking action!

The name of the group
"Greater Manchester Dyspraxia Adult's Action!"
Challenges this negative notion!
Challenging the Medical definition of dyspraxia

- Paulo Freire (2000)
  “It is only when the oppressed find the oppressor out and become involved in the organised struggle for their liberation that they begin to believe in themselves. This discovery cannot be purely intellectual but must involve action; nor can it be limited to mere activism, but must include serious reflection: only then will it be praxis.”

( Greater Manchester Dyspraxia Adult Action Website)
According to the Dyspraxia Foundation:

- Dyspraxia is an impairment or immaturity of the organisation of movement. Associated with this there may be problems of language, perception and thought.
- Between 7-10% of the population are affected by dyspraxia and 2-4% severely.
Types of Dyspraxia

- **Acquired dyspraxia** from Head injury / Stroke (very pronounced)

Different from

- **Developmental Dyspraxia** (hidden disability acquired pre/perinatal).
DEVELOPMENTAL DYSPRAXIA & DEVELOPMENTAL CO-ORDINATION DISORDER (DCD)

Dyspraxia
Not knowing how to plan movements and tasks.

DCD
Knowing how a movement or task should be planned but body finds it difficult to carry out. (Kirby 1999).
Other labels used

- Clumsy child syndrome
- Minimal brain damage
- DCD (Developmental Co-ordination Disorder)
- DAMP (Disorder of attention, motor control and perception)
- Motor learning difficulties
- Motor dysfunction
- Perceptuo-motor difficulties
- Non-Verbal Learning Difficulties
Professor Amanda Kirby believes that 90% of dyspraxics have a co-morbidity with one or more neuro-diverse condition.

- Overlaps are on a continuum/part of a spectrum.
- Our brains are not colour coded!
- Connections between the brain are not neatly separated.

© Janet Taylor 2009 DIT
The Medical Model of Dyspraxia in HE

- Easily distracted
- Can't follow instructions
- Doesn't use initiative
- Difficulties with proofreading
- Poor written presentation
- Can't take notes
- Interupts in middle of conversation
- Can't Multi-Task
- Late for lectures
- Poor memory
- Low self-esteem
- Poor organisational skills
- Unco-operative, defensive or passive during group work
- Blaming the dyspraxic
The Social Model of Dyspraxia in HE

- Qualified tutors made available
- Task Analysis
- Note taker/proofer reader
- Clear written instructions next to equipment
- Notes given before lecture/session
- Dyspraxia awareness in the post 16 sector for staff and students
- Mentoring system
- Digital recorder
- Structured timetable
- Time management strategies
- PDA/electronic organiser
- Personal development courses
- Specialist software

© Janet Taylor 2009 DIT
Neuro-diversity (ND)/Specific Learning Difficulties

- Tourette's Syndrome
- Asperger's Syndrome
- Dyspraxia/Developmental Co-ordination Disorder (DCD)
- Attention Deficit Disorders (ADD)
- Dyslexia
- Dyscalculia
The Make-up of Neuro-Diversity

This is a document for discussion, concentrating mainly on the difficulties of those with neuro-diversity. It must however be pointed out that many such people are excellent at maths, co-ordination, reading etc. We are people of extremes.

**Dyspraxia/DCD**
Difficulties with planning, movements, co-ordination and practical tasks as well as tracking and balance, poor spatial awareness and muscle tone.

**Dyscalculia**
Difficulties with number concepts and calculation

**Dyslexia**
Difficulty with words: reading, writing, spelling, speaking, listening. Preference for non-linear thought.

**Neuro-Diversity**
Difficulties with organisation, memory, concentration, time, direction, perception, sequencing. Poor listening skills. All may lead to low self-esteem, anxiety, and depression if others are not aware. Can be creative, original, determined.

**Autism spectrum disorder (ASD)**
Including Asperger's Syndrome
Social and communication problems. Obsessive interests. Difference in imagination

**AD(H)D**
Impulsive, temper outbursts, hyperactivity. Low frustration threshold. Easily distracted or over-focused

**Tourette's Syndrome**
Verbal and physical tics
OTHERS NAMES FOR ND

- Specific Learning Differences
- Specific Processing Disorders
- Specific Learning Difficulties (SpLD)
- Autistic Spectrum Disorders
- Neuro Developmental Differences
- Dyslexia

© Janet Taylor 2009 DIT
The Great ND Pigeon Hole Debate

- DANDA include the Developmental Neuro-developmental differences Dyslexia, Dyspraxia, ADHD, ADD, Asperger Syndrome, dysclacula
- Brain HE at Demontfort University also include depression stroke, head injuries and acquired neuro-developmental differences.
- Many autistic adults consider ND to be Asperger’s Syndrome and Autistic Spectrum disorders.
- Other disabilities are now jumping on the ND bandwagon

© Janet Taylor 2009 DIT
WHAT IS NEURO-DIVERSITY?

- British Medical Journal (BMJ)
- “.....the variety of non-debilitating neurological behaviours and abilities exhibited by the human race.
- based on the belief that there is no such thing as "normal" when it comes to the human mental landscape.

© Janet Taylor 2009 DIT
It's a movement that wants tolerance for brain differences such as those found on the "autistic spectrum" of conditions (which cause behavioural quirks) as well as tolerance for the diagnoses themselves.
What is ND? 2

- Term first invented by Judy Singer (2002)

- For most people, i.e. the Neuro-Typical (NT), the cognitive profile is relatively smooth, with little variation in effectiveness of information processing.

- This is in line with their general level of intellectual and reasoning ability. (DANDA website)
Neuro-Divergent (ND) have a cognitive profile which shows significant peaks and troughs, denoting significant disparity between the best and worst of their information processing (ibid).
“I find complex mathematical analysis a walk in the park, when you’re lost, late, disorientated and can’t cope with the sun, is a nightmare (DANDA 2006)”
DYSPRAXIA

- lack of co-ordination
- difficulty with practical multi tasking;
- poor balance and spatial awareness
- speech difficulties.
BENEFITS OF DYSPRAAXIA

Jo Todd (2006)

- Language skills
- Persistence
- Hardworking
- Often self-sufficient
- Creativity
- Empathy
- Good at pattern
- Often auditory sensitivity (Todd 2005)

© Janet Taylor 2009 DIT
DYSLEXIA

difficulties with words
particularly concerning:

- reading
- writing
- Spelling
- Sequencing
- finding the right words when speaking.(ibid)
BENEFITS OF DYSLEXIA

Todd(2006)
- Visual/ spatial skills
- Visualisation skills
- Artistic Skills
- Spoken communication
- Empathetic
- Determined, hard working
- Big Picture thinkers
- Often physical skills
- Craft skills (ibid)

© Janet Taylor 2009 DIT
Dyscalculia

- Difficulties with:
  - numeracy
  - properties of numbers.
ASPERGER’S SYNDROME

difficulties with:
- social skills
- communication
- differences in imagination
- obsessive about particular subjects obsessive behaviour
- taking meaning of language literally
- reading body language (ibid)
BENEFITS OF ASPERGER’S SYNDROME

Todd (2006)
- Ability to focus
- Clarity of thinking
- Independent thinking and self-sufficient
- Honest
- Forthright
- Clear sense of justice
- Enthusiastic about their interests (ibid)
ATTENTION DEFICIT (HYPERACTIVITY) DISORDER (AD(H)D)

- easily distracted and bored
- impulsivity
- hyperactivity
- impatience.
THE BENEFITS OF (AD(H)D)

Todd (2006)

- Creativity
- Strong motivation
- Determination
- Independence, individualism
- Actors rather than reactors
- Energetic
- In charge of their own destiny (ibid)

© Janet Taylor 2009 DIT
Oppositional Defiant Disorder
ODD (Clair Lewis 2000)

“...you have oppositional defiant disorder, sir. I prescribe a monthly course of therapeutic non-violent direct action.”

© Janet Taylor 2009 DIT
Tourettes Syndrome:

Involuntary:
- tics
- vocalisations
- Sometimes swearing
- Self harm
- Difficulty relaxing
THE BENEFITS OF TOURETTES SYNDROME

- Sense of Humour
- Empathy to the underdog
- Caring
- Sensitivity
- Individualism
- Creative in arts and music
A college of occupational therapists study-

- Over 80% of dyspraxics diagnosed after the age of 7 showed negative emotional outcomes

- (Mental health problems, unemployment, homelessness, substance addiction, and/or abuse by the age of 23) Compared with the rest of the population
Many ND's can be inappropriately misdiagnosed with 'mental illnesses' and given inappropriate psychiatric drug treatments.

ND's are inappropriately put into the mental health system.

Obsessive Compulsive Disorder (O.C.D) can be common in N.D.
Unmet needs of ND can result in offending

Studies have shown a greater percentage of people than would be expected

- (Kirk and Reid 2001) study in Scottish prison dyslexia 50%
- (Portwood 1999) in Durham Young Offenders Institution. 61% had dyspraxia and 46% had a co-morbidity of dyspraxia and dyslexia.
It is estimated as many as 5% of school age children have ADHD and 100,000 children need treatment.

23% of crime has been attributed to or non existent diagnosis of ADHD children in care homes.

Court records suggest that ADHD youths are more likely to be arrested and have multiple convictions”. (Rose 2005)
The Evils of Labelling

- David Pollak & Edward Griffin (2007) at BrainHE carried out a survey with 20 ND students and 4 ND support staff.
- Interviewees were given a medical label for their neurodiversity and most of them accept their label as being a part of them.

© Janet Taylor 2009 DIT
The Evils of Labelling Cont

- Medical Professions tend to focus on the negative aspects of neurodiversity - use their own disempowering language to describe the label to their patients.

- Many of the interviewees adopted this language and use terms like ‘disability’ ‘problems’ ‘difficulties’ when talking about their neurodiversity (Dyspraxia Adult Action Website).
The Evils of Labelling Cont

- Before being labelled, most of the dyslexic and dyspraxic students were called ‘lazy’, students with ADHD were labelled as trouble makers and Aspies were called weird or ‘odd balls’
- Only a few of the interviewees have actively explored more empowering definitions of their types of neurodiversity.
- Should we be encouraging this?
No Blueprint for ND

- Each person should be supported holistically as an individual rather than generalising their ability according to their label.
- All human beings are neurologically unique whether they are Neurodiverse or neurotypical are not therefore every human being is neurodiverse.

© Janet Taylor 2009 DIT
Famous N.D. Celebrities

Zoe Wanamaker
Sandra Bullock
Marco Pierre White
David Bailey
Stephen Fry
Marilyn Monroe

© Janet Taylor 2009 DIT
Famous N.D. People in History

Picasso

Albert Einstein

Samuel Taylor Coleridge

Emily Bronte

Winston Churchill

Jane Austen

© Janet Taylor 2009 DIT
Advice from a Dyspraxic Student

- “Don't let anyone tell you what you can and can not do under the name dyspraxia!
- we don't understand it, why should they?”
Janet Taylor
Neurodiversity and Personal Development Consultant
Email: janet@dyspraxia-training.co.uk
Web: www.dyspraxia-training.co.uk