

## **Supporting Neurodivergent Students: Understanding Neurodivergent Avoidance**

*Sensory Issues:* Neurodivergent individuals often have unique sensory processing needs that can significantly impact their experiences in school environments. These differences may lead to avoidance behaviours when sensory inputs are overwhelming or insufficient. For example, loud noises, bright lights, or certain textures can cause discomfort and stress, leading to avoidance of certain activities or environments.

*Social Concerns:* Neurodivergent students may face challenges in social interactions, such as difficulties in making friends, experiencing bullying, or dealing with stigma. These social concerns can contribute to feelings of isolation and avoidance of social settings, further impacting their overall well-being.

*Mental Well-being Concerns:* Anxiety, depression, and other mental health issues are common among neurodivergent individuals. These concerns can exacerbate avoidance behaviours and overwhelm, leading to meltdowns and other health issues. Understanding and addressing these mental well-being concerns are crucial for supporting neurodivergent individuals.

*Learning Difficulties:* Many neurodivergent students face learning difficulties due to a lack of appropriate adjustments and supports in academic settings. Differences in executive function and the need for individualized learning approaches are often overlooked, leading to frustration and avoidance of academic tasks.

*Family Dynamics:* The support structures, attitudes, and perspectives within a family can significantly influence a neurodivergent individual's experiences. Positive family dynamics can provide essential support, while strained relationships can exacerbate stress and avoidance behaviours.

*School Factors:* The school environment plays a critical role in the experiences of neurodivergent students. Factors such as academic pressures, lack of understanding and support from educators, inadequate resources for specialized or individualized support, and experiences of bullying can all contribute to avoidance behaviours and overwhelm. Policies and practices within schools can either help or hinder engagement and participation.

*Complex and Chronic Health Conditions:* Neurodivergent individuals may also deal with complex and chronic health conditions that require ongoing management. These health concerns can contribute to avoidance behaviors and impact their overall well-being.

### ***Impact on Students, Families, and Communities***

*Students:* Neurodivergent students may experience academic underachievement, social isolation, decreased self-esteem, and mental health issues due to the challenges they face. These impacts can have long-term effects on their overall development and future opportunities.

*Families:* The families of neurodivergent individuals often face increased stressors, financial impacts due to the costs of therapy and interventions, and strained family relationships. Supporting a neurodivergent family member can be both rewarding and challenging, requiring significant resources and emotional resilience.

*Communities:* Communities can also be affected by the challenges faced by neurodivergent individuals and their families. There may be a loss of engagement and participation from neurodivergent individuals, an increased need for mental health services, and potential long-term societal costs related to supporting these individuals.

### ***Strategies for Support***

*Sensory Accommodations:* Creating sensory-friendly environments that cater to both high and low sensory input needs can help neurodivergent individuals feel more comfortable and engaged.

*Emotional Support:* Providing consistent emotional support and understanding, including believing and validating the child's perspective, is crucial for their well-being.

*Flexible Schooling Options:* Exploring alternative schooling options, such as homeschooling or flexible school hours, can better accommodate the unique needs of neurodivergent students.

*Collaborative Efforts:* Ensuring collaboration and co-design between parents, teachers, and mental health professionals can lead to more effective support strategies.

*Individualised Education Plans (IEPs):* Tailoring education to meet the individual needs of neurodivergent students through IEPs can enhance their learning experiences.

*Therapeutic Strategies:* Access to occupational therapy and other mental health services can provide essential support for neurodivergent individuals.

*Parental Training and Support:* Programs designed through a neurodiversity lens, in collaboration with Autistic and Neurodivergent individuals, can help parents manage and support their child's needs effectively.

*Role of Educators and Schools:* Practical strategies to support teachers, schools, and students include creating supportive environments, implementing effective policies and practices, and providing adequate training and resources.

*School-Wide Programs:* Initiatives such as anti-bullying programs, social skills training for neurotypical peers, and mental health awareness programs can foster a more inclusive and supportive school environment.

*Developing Action Plans:* Creating action plans to support neurodivergent students can help ensure they receive the necessary accommodations and resources.

*Empathy and Support:* Encouraging empathy for neurodivergent individuals and their families, and ensuring adequate support systems and individualised approaches to education, are crucial for their success.

*Advocacy:* Raising awareness, understanding, and acceptance of neurodiversity, advocating for better resources, training, funding, and understanding within the education system, and identifying effective community support systems are essential for supporting neurodivergent individuals. Sharing resources, both local and online, can assist students, teachers, schools, and families in addressing school avoidance and other challenges.