

# SUPPORTING ENGAGEMENT

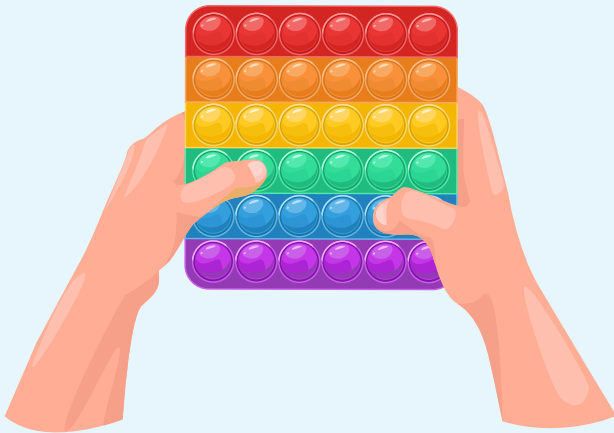
CONSIDERATIONS TO ENSURE THAT NEURODIVERGENT NEEDS ARE MET IN AN AUTHENTIC WAY DURING RESEARCH TASKS

## SENSORY ACCOMODATIONS

ARE THERE UNMET SENSORY NEEDS?

IS THERE A MISMATCH BETWEEN THE ENERGY NEEDED FOR THE TASK?

IS THERE A SENSORY SUPPORT THAT MAY HELP? (E.G. FIDGET TOOL, MOVEMENT BREAK, PUSH/PULL ACTIVITY)



## HONORING SELF-ADVOCACY

DOES THE INDIVIDUAL HAVE ACCESSIBLE WAYS TO ADVOCATE FOR THEMSELVES?

IF THE INDIVIDUAL SAYS 'NO' OR EXPRESSES A NEED, IS THIS BEING RESPECTED IMMEDIATELY?

IS THE INDIVIDUAL AWARE THAT THEY CAN REFUSE AT ANY TIME?



## PREDICTABILITY

IS THE ACTIVITY BROKEN DOWN INTO SMALLER STEPS?

IS THIS INFORMATION PROVIDED IN AN ACCESSIBLE WAY?

DOES THE INDIVIDUAL KNOW EXACTLY WHAT IS EXPECTED OF THEM?

IS THE ACTIVITY DURATION MADE CLEAR? (E.G. A FIRST/UNTIL/NEXT BOARD, VISUAL TIMER)

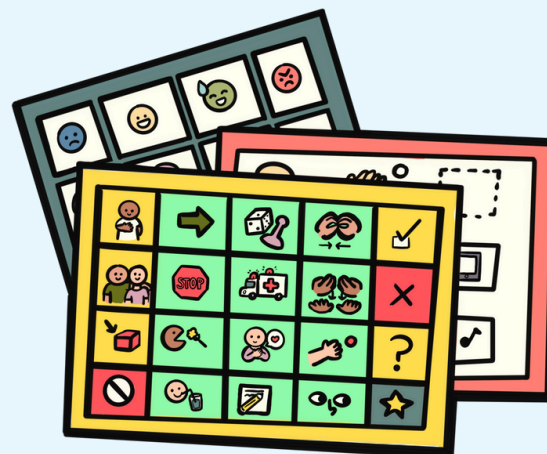


## TASK ACCESSIBILITY

IS INFORMATION PRESENTED IN DIFFERENT FORMATS?

ARE THERE DIFFERENT WAYS FOR THE INDIVIDUAL TO SHOW UNDERSTANDING?

HAS THE INDIVIDUAL HAD PRIOR OPPORTUNITIES TO LEARN THE SKILLS BEFORE ENGAGING WITH THE TASK?



## COMMUNICATION ACCOMMODATIONS

DOES THE INDIVIDUAL HAVE CONSISTENT ACCESS TO THEIR PREFERRED COMMUNICATION SYSTEM?

DO YOU UNDERSTAND HOW TO FACILITATE COMMUNICATION WITH THE INDIVIDUAL, AND HOW TO BE A RESPONSIVE COMMUNICATION PARTNER?

IS THE TASK PRESENTED IN AN ACCESSIBLE WAY? E.G. USING SYMBOLS/VISUALS ALONGSIDE WRITTEN INFORMATION



## REGULATION

REGULATION IS A VERY PERSONAL THING...

DO YOU UNDERSTAND THE INDIVIDUALS' PERSONAL REGULATION STRATEGIES?

SOMETIMES PHYSICALLY MOVING FROM A SESSION/ACTIVITY AND REDUCING ALL DEMANDS CAN BE THE MOST HELPFUL THING.

DO NOT ASSUME THAT THE SAME REGULATION STRATEGIES WILL HELP WITH ENGAGEMENT EVERY TIME!

## TRUST AND CONNECTION

HAVE YOU SPENT TIME GETTING TO KNOW THE INDIVIDUAL?

DOES THE INDIVIDUAL HAVE ACCESS TO A TRUSTED PERSON AT ALL TIMES?

IS THERE AN UNDERSTANDING OF WHAT IS MEANINGFUL AND IMPORTANT TO THE INDIVIDUAL?