



GLOBAL SCIENTIFIC CONFERENCE ON  
**HUMAN FLOURISHING**

November 29 & 30, 2022

# **DIVERSE TRAJECTORIES TO GOOD DEVELOPMENTAL OUTCOMES**

**CAMBRIDGE, UK**



**OVERVIEW  
&  
SCHEDULE OF EVENTS**

# Diverse Trajectories to Good Developmental Outcomes Workshop

As part of the Global Scientific Conference on Human Flourishing

**29<sup>th</sup> and 30<sup>th</sup> November 2022**

**Robinson College, University of Cambridge**

The *Global Scientific Conference on Human Flourishing* is a two-day event that creates a dynamic dialogue between leading scientists, policymakers, practitioners, influencers and advocates working on the scientific frontiers of human flourishing. As part of this conference, Cambridge is hosting a workshop that brings together dozens of leaders in academic research, the charity sector, policy, education, clinical practice, alongside those with lived experience, to engage in collaborative processes aimed at improving school-level and national policies in the UK.

Our *Diverse Trajectories to Good Developmental Outcomes Workshop* aims to integrate our growing scientific understanding of the diversity that exists in neurodevelopment with pragmatic policy recommendations for achieving good developmental outcomes. We will identify how some characteristics can act as barriers to learning and wellbeing, establish ingredients for good school-level inclusion policies, and make recommendations for national-level policy innovation.

Four main sessions will feature evidence-focused talks, guided discussion and targeted focus groups. Together, we will produce a consensus statement and a policy brief, to be launched in 2023.



## Schedule of Events

### Tuesday, November 29<sup>th</sup>

**8:30-9:00:** Arrival, coffee, and registration

**9:00-9:15:** Welcome from Sir Richard Heaton KCB, Warden of Robinson

**9:15-9:30:** Setting the scene

**9:30-10:30:** *Session 1: Barriers to Learning*

**10:30-11:00:** Morning coffee break

**11:00-11:45:** Open discussion and questions for the panel

**11:45-12:30:** Focus group #1

**12:30-12:45:** Priority ranking

**12:45-13:30:** Lunch

**13:30-14:30:** *Session 2: Barriers to Wellbeing*

**14:30-15:15:** Open discussion and questions for the panel

**15:15-15:30:** Afternoon Coffee Break

**15:30-16:15:** Focus group #2 *and link with global conference: Innovation in Education*

**16:15-16:30:** Priority ranking

**16:30-17:00:** Day 1 wrap up

**18:00-21:00:** Dinner at The Millworks, Cambridge

### Wednesday, November 30<sup>th</sup>

**8:30-9:00:** Welcome and coffee (registration for newcomers)

**9:00-9:15:** Housekeeping announcements

**9:15-10:15:** *Session 3—Ingredients for a good school-level inclusion policy*

**10:15-10:30:** Morning Coffee Break

**10:30-11:15:** Open discussion and questions for the panel

**11:15-12:00:** Focus group #3 *and link with global conference: Methods & Measurements for Human Flourishing*

**12:00-12:15:** Priority ranking

**12:15-13:00:** Lunch

**13:00-13:45:** *Session 4—Ingredients for a good national-level inclusion policy*

**13:45-14:30:** Open discussion and questions for the panel

**14:30-14:45:** Afternoon coffee

**14:45-15:10:** International talk + Q&A (with Professor Kimberly Noble—Columbia University)

**15:10-15:50:** Focus Group #4 *and link with global conference: Climate Change and Other Global Challenges to Human Flourishing*

**15:50-16:00:** Priority ranking

**16:00-16:15:** Final wrap-up

## Sessions

The Diverse Trajectories to Good Developmental Outcomes Workshop will include four distinct Sessions, each of which will focus on answering a different question relating to the theme of the event. The Sessions will each begin with a series of short (~15 minute) talks.

Following this, there will be an opportunity for speaker Q&As and open discussion among delegates. After the open discussion, some delegates will split off into a focus group, while other delegates continue to contribute their thoughts through a digital feedback platform. These contributions will be used in the creation of our workshop outputs: a policy brief and a consensus statement.

### Tuesday, November 29<sup>th</sup>

#### ***Session 1: What are the primary barriers to learning in childhood?***

- Joni Holmes—University of East Anglia
- Holly Joseph—University of Reading
- Gaia Scerif—University of Oxford
- Becky Clark—ClarkSLT

#### ***Session 2: What are the primary barriers to wellbeing in childhood?***

- Tim Dalglish—University of Cambridge
- Julia Clements—Place2Be
- Lorcan Kenny—NHS England
- Louise Moore—The Children's Society

### Wednesday, November 30<sup>th</sup>

#### ***Session 3: What are the ingredients for a good school-level inclusion policy?***

- James Galpin—NASEN
- James Biddulph—University Primary School, University of Cambridge
- Sue Fletcher-Watson—University of Edinburgh
- Abby Russell—University of Exeter

#### ***Session 4: What are the ingredients for a good national-level inclusion policy?***

- Jenny Gibson—Nesta and University of Cambridge
- Mark Mon-Williams—Centre for Applied Education Research
- Steve Chalke—Founder, Oasis Trust
- Kimberly Noble—Columbia University



## Focus Group Discussions

A crucial part of our workshop are small focus groups of around 9 people. Each focus group will include a mix of community partners, academics, clinicians, and leaders in the charity, policy, and education sectors. After the talks and Q&A portion of each session, members of focus groups (who have been contacted in advance about their role) will be asked to come aside to for a smaller group discussion. The purpose of these groups is to identify *possibilities* for policy recommendations. This long list of possibilities will later be put to the whole group who will then rank them using a digital platform. This information will be used in the writing of our policy brief and consensus statements.

Each focus group will have a Chair Person (again they will have been contacted in advance). The role of the Chair is create an inclusive discussion and ensure that the group make collective progress in outlining options for our policy brief. The purpose of the group is not to make decisions, but to create a good longlist so that the wider group can make those decisions about what is included in the brief.

## Meet the Diverse Trajectories Team

Several researchers at the University of Cambridge have been involved in organising the Diverse Trajectories to Good Developmental Outcomes Workshop. If you have any questions throughout the event, please get the attention of an organiser—we will be happy to assist you! Alternatively, please email us at [diversetrajectores@mrc-cbu.cam.ac.uk](mailto:diversetrajectores@mrc-cbu.cam.ac.uk)



**Duncan Astle**



**Natalia Zdorovtsova**



**Silvana Mareva**



**Tina Emery**

## Ground Rules and Guidelines for Delegates

We have adapted the following guidelines from *Shaping Our Lives*, a think tank for service users and disabled people, chaired by Peter Beresford.

Focus group discussions should start with brief introductions. During large group sessions, make sure to display your name badge so that everyone knows who you are.

Please respect what others might need in order to contribute to the meeting as best as they can. Everyone is coming from a different background, and will think and talk differently about things. In describing your point of view, please use language that you think will be interpretable by people outside of your area of expertise.

Respect each other's personal space. Be polite, including to those not present, and avoid open criticism of individuals.

Please do not interrupt or speak when another person is speaking.

Directly after each Session, there will be a chance to pose questions to a panel of speakers. Raise your hand if you wish to speak.

In a Focus group discussion, please wait for each person to fully make their point before speaking up. If you feel that you can't get a word in, please raise your hand, and the focus group facilitator will call attention to your point.

Use plain and simple English and use words in full, like Economic and Social Research Council instead of ESRC. Not everyone is familiar with acronyms, and it can be hard to learn many new acronyms across a presentation or conversation.

Talk slowly and try not to talk for too long. Remember that other people are waiting for their turn to speak.

If you do not understand what someone is saying, please ask them to repeat it or explain it. You are probably not the only person who does not understand.

Try to keep to agreed timings of the meeting.

In any reports or discussions after the event, please make sure to not use people's names when personal things have been discussed—for example, when people talk in confidence about something that has happened to them.

Try to attend each portion of the event on time; if possible, please switch off mobile phones or place them on silent mode.

It is alright to leave the room if you want to for any reason.

## Glossary for Delegates

We have compiled a list of useful terms to know ahead of the Diverse Trajectories to Good Developmental Outcomes Workshop. These terms primarily encompass topics that arise in the study of neurodevelopment and neurodiversity.

Term	Brief Definition
Adversity	A difficult or unpleasant situation, misfortune, or hardship. In childhood development, experiences of adversity - such as poverty, abuse, or bullying - can act as a barrier to both learning and wellbeing.
Autism Community	The community of people with an interest in autism. This can include researchers and <b>practitioners</b> , but is more commonly used to refer to autistic people and their friends and family.
Autistic Community	The community of people who have an autism diagnosis or self-identify as being on the spectrum
Behaviour	(Often observable) patterns of action. In the context of childhood development, researchers sometimes talk about specific forms of behaviour - such as hyperactivity (restlessness), echolalia (repeating words or phrases), and stimming (using repetitive physical motions to self-soothe).
Cognition	Patterns of thinking and/or reasoning. The mental process of acquiring knowledge and understanding the world through thinking, experience, and the senses.
Delegates	A delegate is someone who is attending the workshop. Everyone at this workshop is a delegate.
Dimension	A feature of cognition, behaviour, or experience that occurs along a continuum. In other words, a dimension is a continuum on which different individuals can have varying levels of a certain characteristic. This interpretation of cognition, behaviour, and experience stands in contrast to the 'dichotomous' or 'categorical' approach, which demarcates if an individual does or does not have a certain characteristic.
Early intervention	Intervention is a specific treatment, which may be medical (e.g. a prescribed drug) or psychological (e.g. a training programme for parents to help them better understand their child's development) or educational (e.g. a targeted way of teaching skills to children). Intervention is often used to try to help <b>neurodivergent</b> people develop abilities in areas of difficulty.
Evaluate/ evaluation	In research this word is used to describe the process of working out whether something - often an <b>intervention</b> - works or not.

## Glossary for Delegates (Continued)

We have compiled a list of useful terms to know ahead of the Diverse Trajectories to Good Developmental Outcomes Workshop. These terms primarily encompass topics that arise in the study of neurodevelopment and neurodiversity.

Term	Brief Definition
Neurodevelopmental condition	A condition, often with a significant genetic component, that arises throughout the process of development. This includes conditions like Autism Spectrum Disorder ('autism'), Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, and Dyspraxia. Many individuals diagnosed as having a neurodevelopmental condition carry more than one of these labels.
Neurodivergent	A neurodivergent individual is someone who has a neurodevelopmental condition. They may be formally diagnosed with that condition, but in many cases, they are self-identified. Neurodivergence can also be seen through a social lens, through the formation of online and in-person communities of people who share similar experiences of being 'different.'
Neurotypical	Not <b>neurodivergent</b> .
Neurodiversity	The reality of diversity in behaviour, cognition, and brain organisation among human beings.
Practitioner	Someone who works professionally in education, health, social services or the third sector. Examples include teachers, doctors, nurses, care workers, social workers, and speech and language therapists.
Transdiagnostic	Not tied to, or regardless of, a diagnostic label. Transdiagnostic research, in developmental science, aims to understand properties of <b>behaviour</b> , <b>cognition</b> , and the brain without placing too much priority on whether or not individuals carry a particular diagnostic label. Instead, researchers operating under a diagnostic framework use cognitive and behavioural <b>dimensions</b> to explore fine-grained differences between individuals.
Socioeconomic Status (SES)	Socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation. Like experiences of <b>adversity</b> , socioeconomic status can have a large impact on a child's wellbeing and learning.



## What's for Lunch?

On both days of the workshop, we will be providing a buffet lunch at Robinson College. Below are the options that will be available. If you have any specific dietary requirements and restrictions, and would like us to ask for something different for you, please let us know in advance. We will do our best!

### Tuesday, November 29<sup>th</sup>

- Caramelised roscoff onion chutney, roast butternut squash and Westcombe cheese tartlets (V)
- Local Newmarket and fresh herb sausage rolls (H)
- Dill and Vodka home cured salmon on a Buckwheat blinis with a lemon, chive and horseradish cream
- Organic Godminster, shallot and Thyme scones with sun-blushed tomato cream cheese (V)
- Buffalo mozzarella, baby plum tomato and Basil pumpkin seed pesto tiger bread bruschetta (V)(N) Replace mozzarella with vegan mozzarella
- Buffalo Chicken skewers, bell pepper and mango salsa (H)
- Chick pea and beetroot falafel with a tahini dressing (V) (H)
- Lemon and blueberry cheesecake
- Chocolate praline roulade

### Wednesday, November 30<sup>th</sup>

- Moroccan spiced lamb and apricot koftas minted tzatziki (H)
- Sweet potato, asparagus and feta cheese sausage roll (V)(H) Replace feta with vegan feta
- Thai spiced tuna crostini, lemongrass and Thai Basil relish, oven dried lime
- Grain mustard and honey Newmarket chipolatas wrapped in smoked bacon
- Halloumi and corn fritters with an avocado yoghurt dip (H)(V)
- Hummus, sweet chilli and guacamole dips with vegetable crudités (V)
- Smoked salmon and king prawn mousse on rye bread with oven dried lemon
- Rich fruit cake
- Raspberry liqueur cream Paris Brest(V)



## Directions, Map, and Venue Information

### Workshop Venue and Travel

Delegates should make their own travel arrangements. In previous communications, we have asked delegates to specify whether they need us to reimburse their travel costs. Reimbursements will be arranged following the workshop.

The workshop will be held in the **Crausaz Wordsworth Building of Robinson College, Cambridge**. The College is located on Grange Rd, Cambridge (CB3 9AN). The Crausaz Wordsworth Building is also accessible via Adams Road (CB3 9AD).



**Left:** Robinson College, Cambridge, marked on a map by a red pin.

**Right:** Front façade of Robinson College.

We recommend that attendees staying in Eddington (if you asked to stay over, this is where you are booked) use the U Bus service in order to get to and from Robinson College. The U bus is very convenient, as it stops right outside the hotel and goes to Robinson college.

U Bus information: <https://www.thebusway.info/pdfs/tt/U.pdf>

U Bus timetable:

[https://www.environment.admin.cam.ac.uk/files/u\\_timetable\\_both\\_directions\\_a4\\_size.pdf](https://www.environment.admin.cam.ac.uk/files/u_timetable_both_directions_a4_size.pdf)

Parking is also available at the Madingley Road Park and Ride:

<https://cambridgeparkandride.info/madingleyroad.shtml>

Unfortunately, parking is very limited at Robinson College, so we recommend parking elsewhere to avoid disappointment. Cambridge is largely flat, and therefore a very walkable city.



## Dinner for Delegates @ The Millworks

Lunch, coffee, and refreshments will be provided for delegates throughout the event. On the 29<sup>th</sup> of November, we are also hosting a free dinner at The Millworks restaurant, which is located right on the River Cam at The Watermill, Newnham Rd, Cambridge (CB3 9EY). Please join us at the venue starting at 17:00. Dinner will begin at 18:00.

If you have booked your meal options for the evening, then we have you on our list for the dinner. We look forward to seeing you! If you have not made your meal selections using the link we provided, then we have assumed that you are not able to make it.

As you will have seen on the meal booking form, you will be provided with a three-course meal. There will also be drinks available.





# List of Delegates, Suggested Reading, and Example Policy Briefs

Below are some useful bits of information about the workshop. Our Suggested Reading folder includes scientific and/or review articles that provide a useful background to many of the topics that will be discussed at the workshop. We have also created a folder with example policy briefs, which will serve as a guide for creating our own. It is not necessary that you read through these materials prior to the workshop, but we think they will be helpful!

## List of Delegates:

<https://docs.google.com/spreadsheets/d/18d7qZ9HBs9Ng06hJlvvr3l4J7L6u160vGuxEcp4v1Ck/edit?usp=sharing>

## Suggested Reading:

<https://drive.google.com/drive/folders/1slfZWhQvN3zOzLtkXD30TixjxBDc-PKv?usp=sharing>

## Example Policy Briefs:

<https://drive.google.com/drive/folders/1NSBuTrXVFx2EkEviuBnCTg0IAQUsnpje?usp=sharing>

