

Neurodivergent Wellbeing Group

What's needed?

A co-facilitator who...

- is neuro-affirming, compassionate, understanding and open-minded
- is comfortable in their own understanding of neurodiversity and well-being
- can attend the group each week
- wants to work collaboratively and reflectively with the Tailor Ed Project Worker
- can ensure the space is accessible, available and prepared each week
- can support children and young people on a 1:1 basis alongside the group (e.g. check-ins)
- can advocate for the wellbeing group (with parents, other staff members and senior management)
- has a desire to continue the aims of the group following the partnership



Students who...

- have a formal diagnosis of neurodivergence (e.g. autism, ADHD, dyspraxia, etc.) OR
- are on a pathway to ND diagnosis OR
- self-identify as neurodivergent
- have some awareness of their neurodivergence



A space that...

- has a variety of different seating options (soft seating, different chairs)
- has a variety of areas for students to take part in activities (e.g. tables, floorspace)
- has easily accessible materials to be used in group activities
- has access to sensory and emotional regulation supports
- has snacks for students
- is available consistently each week
- is free of sensory discomforts

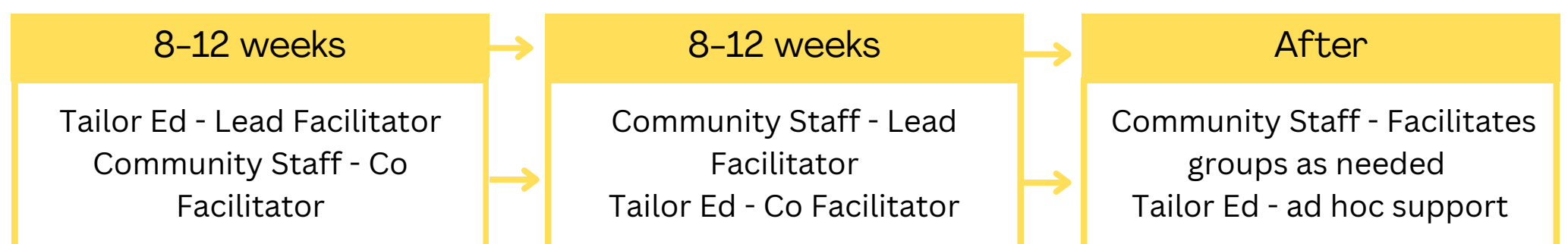


A culture which...

- encourages and supports wellbeing, self-exploration and acceptance
- is respectful, inclusive and safe
- fosters openness and support
- is neuro-affirming and trauma-informed



This group is delivered in a community setting in collaboration with a Tailor Ed Foundation wellbeing Project Worker and a selected co-facilitator. The group is designed to support the wellbeing of neurodivergent children and young people through sharing information and facilitating activities which aim to increase self-understanding, acceptance and the development of their own well-being toolkit. This group aims to help communities in developing and delivering their own wellbeing groups.



What the wellbeing group is (and isn't)

An informal, safe space where neurodivergent children and young people can relax and be themselves



Neuro-affirming, trauma-informed, inclusive and person-centred

A reflective place for children and young people to learn about and develop an understanding and strategies for supporting their own wellbeing

A group where neurodivergent young people are valued as the experts in their own experience

A 'classroom' style lesson with strict structure



Extra lessons on neurodiversity or an intervention for children and young people who are struggling academically or socially

A group where children and young people are made to 'fit' neurotypical social or wellbeing norms

Compulsory for neurodivergent children and young people

Session Summaries



Special Interests

Special interests really are that special! Knowing what matters to us, what makes us happy, is really important to our wellbeing. They often help us understand ourselves even better: might show us our values, help us make decisions and for some, even become a career!



Emotions

Everyone has emotions every single day, and although some feel better than others, none of them are “good” or “bad”. Emotions are messengers that can point us to a need we have. On this session we will talk about all of that, and try some strategies that might help us when emotions don’t feel good to us.



Wellbeing and Habits

On this session we spend some time understanding what wellbeing is for us, how we take care of it and what we can do to improve it. We then talk about habits, how they help us look after ourselves (especially in tricky times!), how we can help ourselves to develop new habits and how to build them with lots of compassion towards ourselves.



Senses

Neurodivergent people often have senses that feel much more (or less) than others, and knowing this can help us respond to our senses in ways that help us feel calm, comfortable and even happy. We will also talk about the window of tolerance, stimming, and how knowing what our senses need can help us stay in our window of tolerance.



Bodies and Energy

On this session we talk about the importance of accepting our bodies, how we take care of them, where our bodies get energy from, how our energy might be different as neurodivergent people and ways to recharge ourselves through food and movement (always remembering there isn’t “good” or “bad” ways to do it).



Connection and Community

Connection is key to our wellbeing. On this session we talk about friendships and relationships, how we can experience them differently, how boundaries help us keep ourselves safe and healthy in our relationships, the tricky times everyone experiences with others and how habits can help us build and maintain our relationships.



Sleep

Sleep is often a bit tricky when you are neurodivergent! For this session we talk about how sleep works, the differences that come with neurodivergence and sleep, the effects sleep has on our emotions, and practical things we can do to make our sleep better.



Celebration and Feedback

On this session we have a look at what we’ve learned together, see if changes have happened for us and celebrate that we’ve completed the group!