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Supporting Neurodiversity Sensory Integration Meets Emotional Regulation



Emma Arnoff, LCSW, held a two-part training webinar in March and April, 2023 to help clinicians understand how to work with children and families using a neurodiversity affirming approach. Part One was “A Mental Health Moment “ where Emma shared insight on tackling ableism and promoting neurodiversity. Part Two was a training to support participants in learning about clinical practice strategies to help adapt and combine sensory integration and emotional regulation activities for youth with special needs.



Participation Overview

- 162 attended the first session
- 104 attended the second session
- 92 attended both sessions
- In total, 28 individuals completed the pre and post survey



Evaluation Takeaway

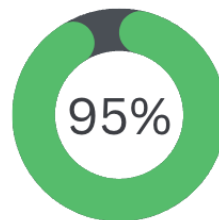
Participation in the training led to statistically significant increases in knowledge and understanding about neurodiversity and ableism.

There was also an increase in providers' confidence in their own ability to include sensory and emotional integration into their work

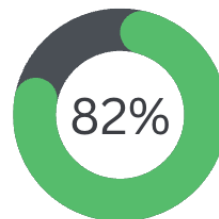
Training Impact

Specifically, after part two, participants were significantly more likely to agree that they:

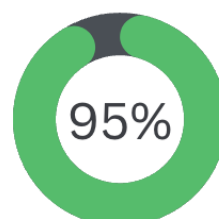
1. Had confidence in their ability to incorporate sensory integration and emotional regulation into their work
2. Understood the concept of neurodiversity, neurodivergence and ableism
3. Understood their own ability to create a neurodiversity-affirming space
4. Understood the concept of sensory integration
5. Were able to define the 8 senses
6. Understood the barriers to implementing a neurodiversity-affirming approach in their work
7. Knew the types of support that neurodivergent people need to feel included and empowered



95% (n=97) of respondents were mostly or very satisfied with the training



82% (n=75) of respondents strongly agreed or agreed they learned something from the training



95% (n=87) of respondents said that they would recommend this training to their colleagues

Learner Feedback

After Part One, participants learned more about the definitions and differences in understanding neurodivergence and neurodiversity.

“I LOVED the statement: ‘all brains are different but none are deficient.’ Also, I learned that identity-first language is preferred, as opposed to the person-first language.”

After Part Two, participants learned more about strategies and treatments to use for autistic children, how to support youth who are neurodivergent, and tools to utilize in their practice.

“[I learned] sometimes asking a child to look at you and pay attention is not something they can easily do. [An autistic child] may not like to make eye contact.”