

SAFERNOW
TRAINING & CONSULTANCY

NEURODIVERSITY AND EXPLOITATION

WWW.SAFERNOWCYP.COM



About SaferNow

Our mission revolves around equipping practitioners, who work with young people exposed to harm outside of the family context, with the necessary information, tools and support.

We firmly believe that the more we discover, share, and disseminate best practices, the more accessible the information becomes, leading to increased confidence and competence among practitioners in the field.

By doing so, we not only empower trusted adults to support the young people in their care towards happier, healthier, and safer lives but also, in some cases, save lives. At SaferNow we are committed to making a positive and lasting impact in the lives of those we serve.

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SCAN THE QR CODE



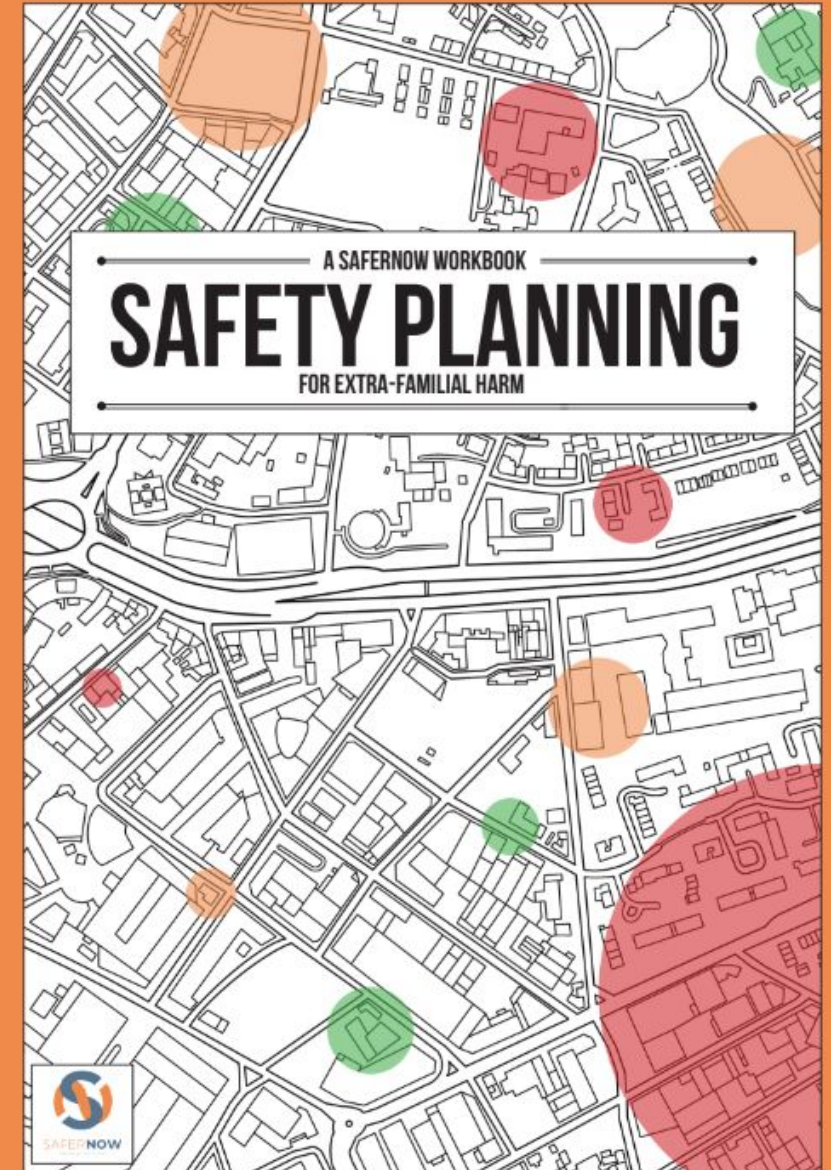
**TO VIEW OUR LINKS
AND RESOURCES**

The first of its kind, a workbook designed for practitioners from education to social care on how best to ensure key principles of child centred, trauma lensed and contextual practice is applied to facilitate effective safety plans with young people. This workbook includes exercises for the practitioner's own development and reflection, as well as direct work for young people.

Get 10% off our Safety Planning Workbook!

Simply enter the code **TRAIN10** at checkout!

www.safernowcyp.com



Risk Outside The Home: Response Package

This package brings together five of our essential core training sessions that explore key elements of working effectively with Risk Outside the Home. The sessions cover real-world practice, are grounded in theory, and provide practitioners with actionable takeaways to immediately implement into their practice.

- **Understanding Risk Outside The Home**
- **Safety Planning**
- **Contextual Safeguarding**
- **Disrupting Exploitation: A Multi-Agency Effort**
- **Safety First, Desistance Later: Working With Young People Who Harm**

Book in a meeting with us so we can understand your needs and offer you some advice, free of charge.



Wraparound Package

Our Wraparound Package is a flexible amalgamation of our core training options for safeguarding young people against Risk Outside the Home. We take the time to understand what training and support is most relevant to you. Then, we use elements from our tried-and-tested training options to craft a bespoke package, tailored to your individual needs.

Book in a meeting with us so we can understand your needs and offer you some advice, free of charge.



WHAT DO WE MEAN BY 'NEURODIVERSE'?





DEFINITIONS

“Neurodiverse” accounts for all people. “Neurodivergent” is a non-medical term that describes people whose brains develop or work differently.

This means the person has different **strengths** and **struggles** from people whose brains develop or work more “typically.”

While some people who are neurodivergent have medical conditions, it also happens to people where a medical condition or diagnosis hasn’t been identified.

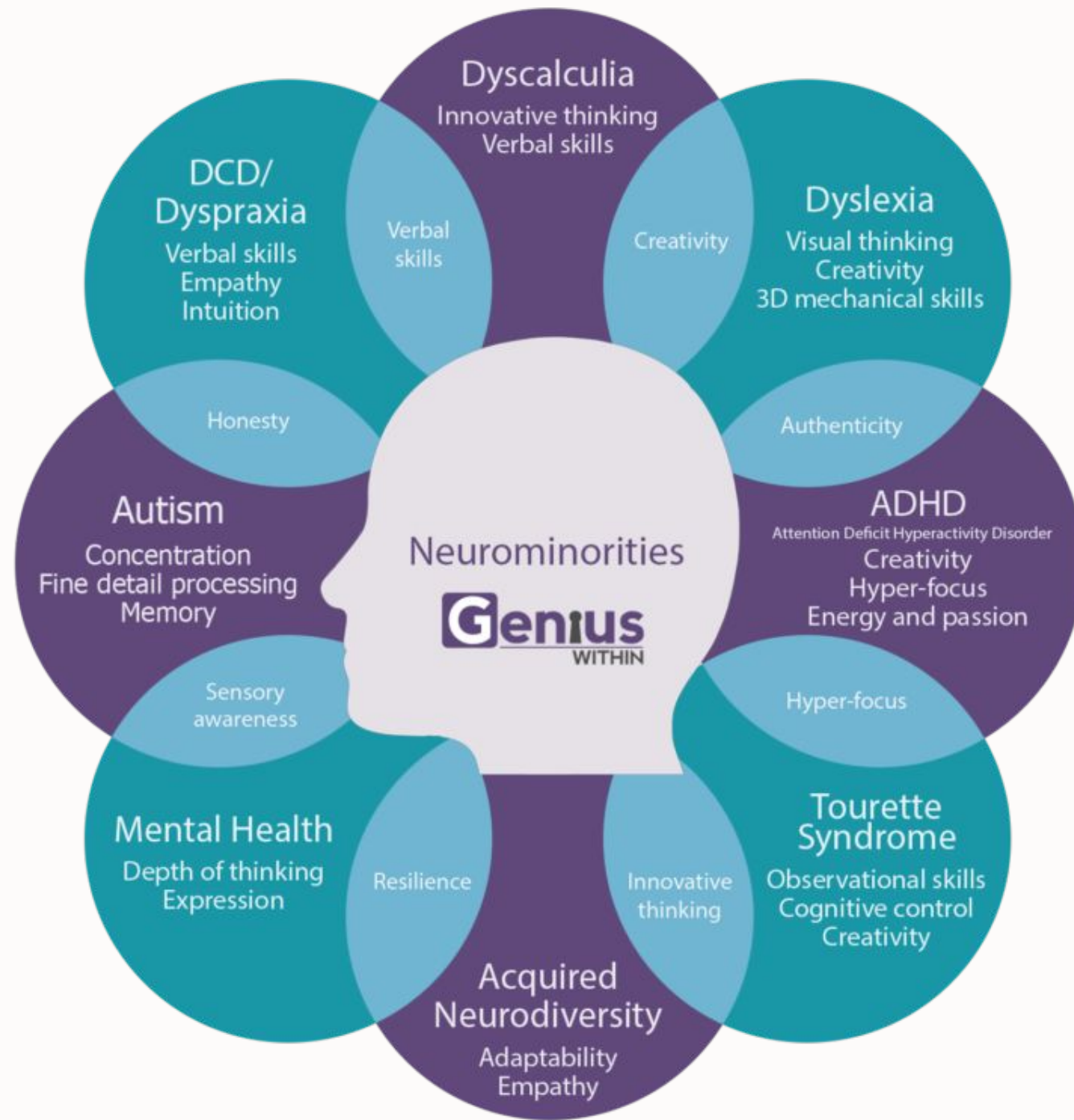
Some people now also self-assess, or identify as ND as a way to understand themselves.

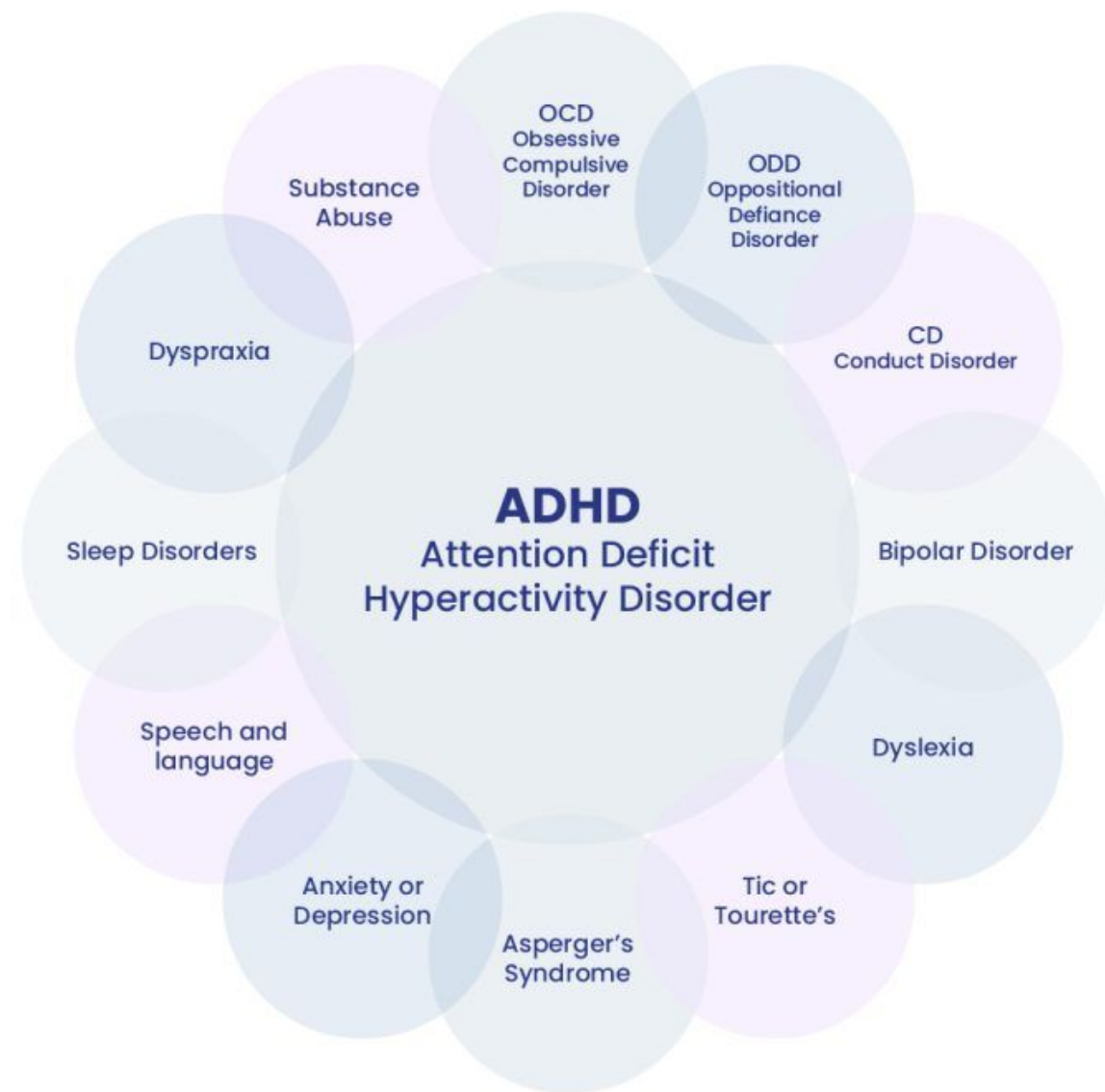
(Child Mind Center 2021)

No, we're not “all on the spectrum somewhere!”

ACTIVITY

List all known neurodivergent diagnoses/labels



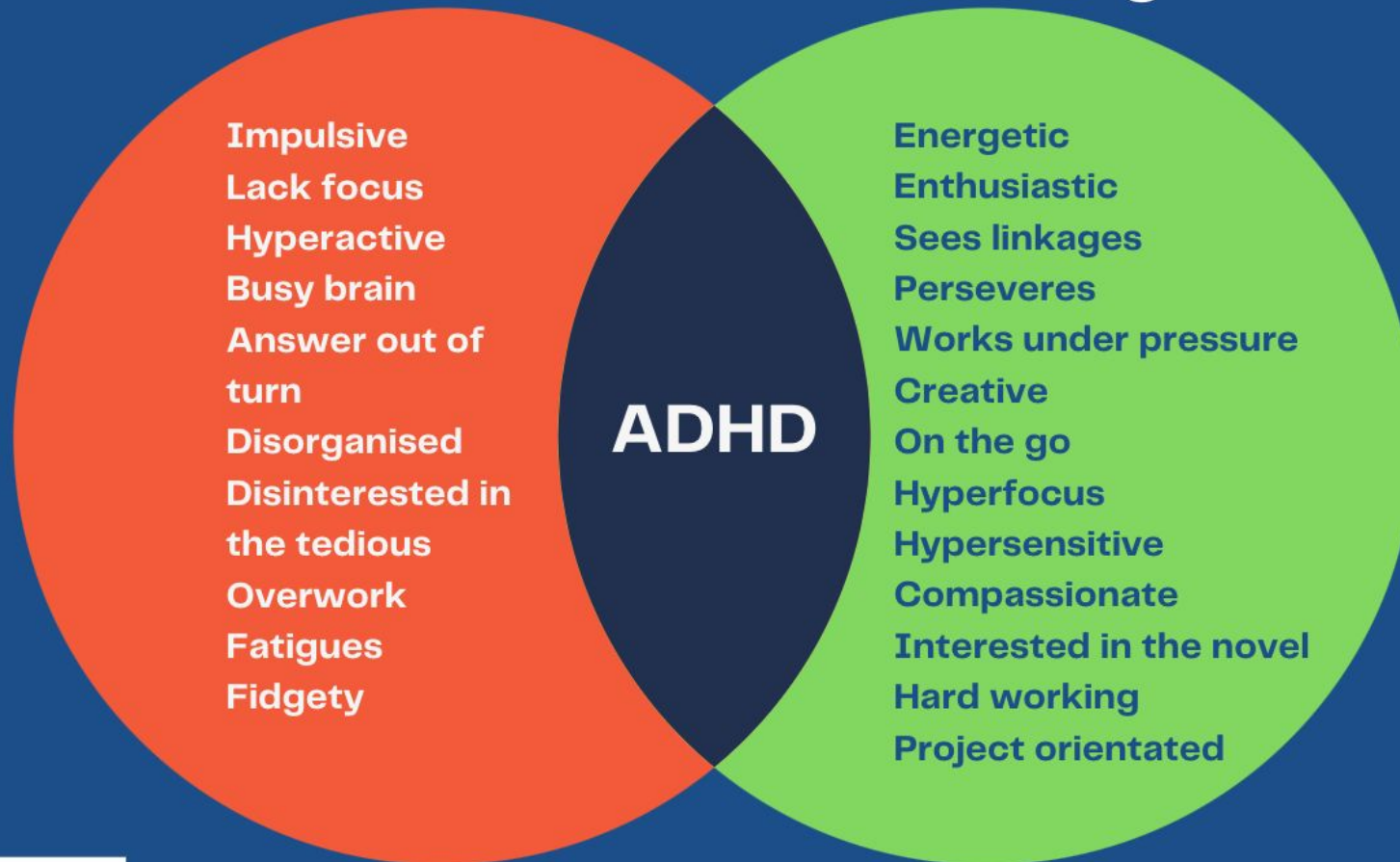


ADHD “TYPES”

- Inattentive presentation.
- Hyperactive/impulsive presentation.
- Combined presentation.

Correlation Activity

Two sides to every coin



Do-IT>



Neurodiversity
Perspectives

LANGUAGE MATTERS

INSTEAD OF...	THINK...
PERSON WITH AUTISM	AUTISTIC PERSON
HIGH OR LOW FUNCTIONING	SPECIFIC NEEDS
INTERVENTION	SUPPORT
COMORBIDITY	CO-OCCURRING

NOTE: EVERYONE HAS THEIR OWN PREFERENCES, IF IN DOUBT - ASK!

NEURODIVERGENCE IN THE UK

- 700,000 people with Autism (UK)
- ADHD 10% population diagnosed (ADHD Aware)
- 15-20% with ASD (NAS)
- 1% with Tourettes (Tourettes Action UK)
- 6% with dyspraxia (BDA)
- 10% dyslexia (BDA)
- 6% dyscalculia (British Dyslexia Association)
- 2% of all TBI go on to be diagnosed with Acquired Neurodiversity

INTERSECTIONALITY AND NEURODIVERSITY IN THE UK

Asian school pupils (Indian, Pakistani, Bangladeshi and 'other Asian') are **half as likely** to be identified with autistic spectrum disorders (ASD) as white British pupils.

Black Caribbean and mixed white and black Caribbean pupils are **twice as likely** as white British pupils to be identified by their teachers as exhibiting Social, Emotional and Mental Health (SEMH) needs – a category within which ADHD falls.

Why?

QUESTION

Autistic children are three times more likely to be excluded from school. Why does this matter in this context?

QUESTION

Why are neurodivergent children at potentially increased risk of exploitation?

IMPORTANT

The only thing that truly makes someone vulnerable to exploitation is that **they were targeted by the exploiter.**
We need to focus on this more.

Additional “vulnerability factors” such as ACEs, low income households, neurodivergence etc. may well factor into the *targeting of that child* or the complexity of the safeguarding required.

IMPORTANT

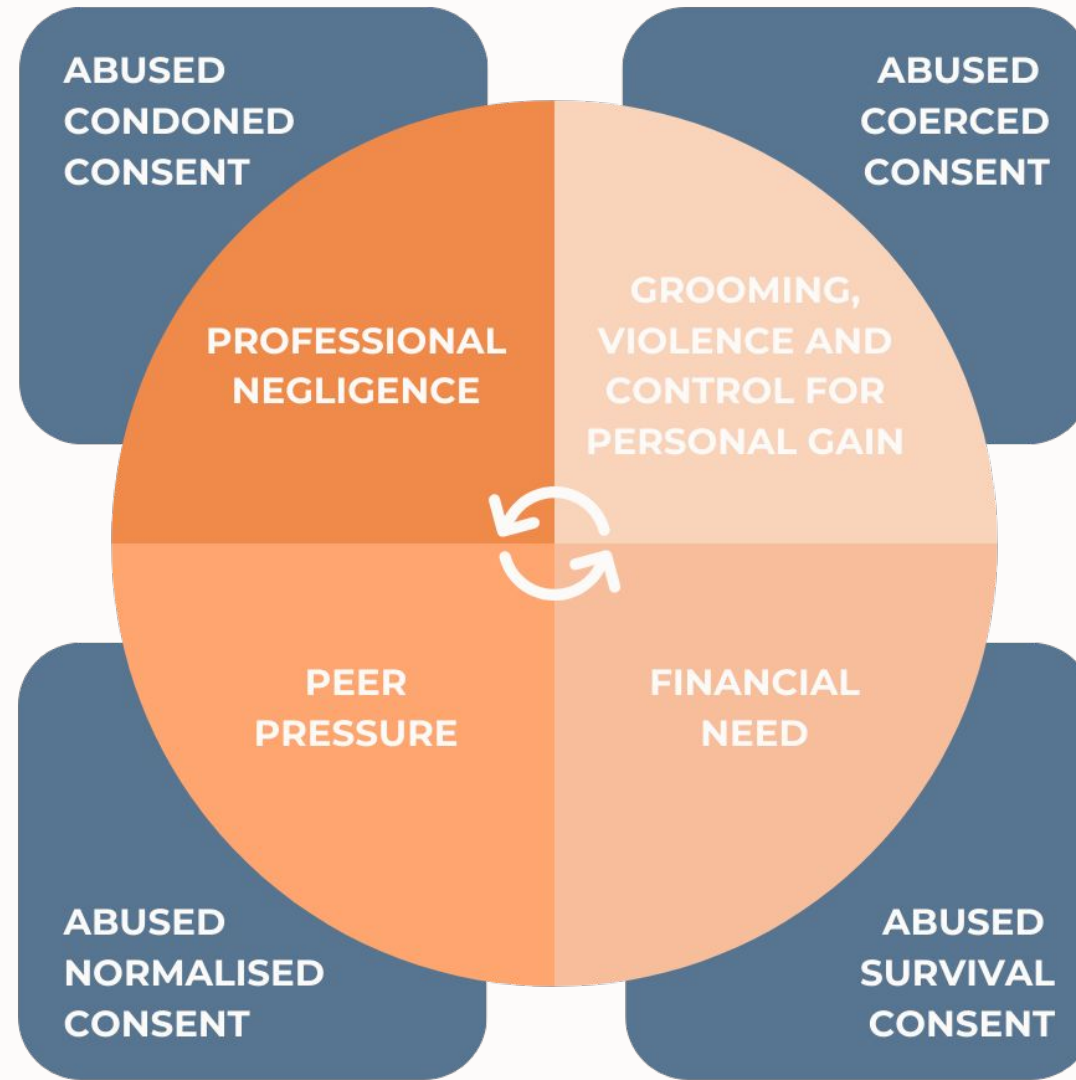
Neurodivergent children face elevated exploitation risk, but this is mainly because of barriers, exclusion, and unsafe contexts rather than inherent traits.

The safeguarding response should focus on accessibility, inclusion, early recognition, and adapting systems to the child, not expecting the child to adapt to the system.

EXPLOITATION



A Social Model of Abused Consent (Pearce, 2013)





QUESTIONS & GROUP EXERCISE

CASE STUDY QUESTION

How may Mono's unmet and undiagnosed neurodivergent needs have factored into his offending and exploitation as a child?

Right to Choose (NHS England)

If you are a registered NHS patient in England and your GP refers you for specialist treatment, such as an ADHD or autism assessment, you have the legal right to choose an appropriate healthcare provider.



DSM-5 Classification
Preface

Section I: DSM-5 Basics

Introduction
Use of the Manual
Cautionary Statement for Forensic Use of DSM-5

Section II: Diagnostic Criteria and Codes

Neurodevelopmental Disorders

Intellectual Disabilities

Intellectual Disability (Intellectual Developmental Disorder)
Global Developmental Delay
Unspecified Intellectual Disability (Intellectual Developmental Disorder)

Communication Disorders

Language Disorder
Speech Sound Disorder (previously Phonological Disorder)
Childhood-Onset Fluency Disorder (Stuttering)
Social (Pragmatic) Communication Disorder
Unspecified Communication Disorder

Autism Spectrum Disorder

Autism Spectrum Disorder

Attention-Deficit/Hyperactivity Disorder

Attention-Deficit/Hyperactivity Disorder
Other Specified Attention-Deficit/Hyperactivity Disorder
Unspecified Attention-Deficit/Hyperactivity Disorder

Specific Learning Disorder

Specific Learning Disorder

Motor Disorders

Developmental Coordination Disorder
Stereotypic Movement Disorder

Tic Disorders

Tourette's Disorder
Persistent (Chronic) Motor or Vocal Tic Disorder
Provisional Tic Disorder
Other Specified Tic Disorder
Unspecified Tic Disorder

Other Neurodevelopmental Disorders

Other Specified Neurodevelopmental Disorder
Unspecified Neurodevelopmental Disorder

Autism Spectrum Quotient (AQ)

Full Name: _____

The Autism-Spectrum Quotient Test (abbreviated to AQ) is a diagnostic questionnaire designed to measure the expression of Autism-Spectrum traits in an individual, by his or her own subjective self-assessment.

It was first published in 2001 by Simon Barron-Cohen and his colleagues at the Cambridge Autism Research Centre as part of the the widely cited study entitled The Autism Spectrum Quotient (AQ): Evidence from Asperger syndrome/high-functioning autism, males and females, scientists and mathematicians.

For each statement below, choose one response that best describes how strongly that statement applies to you:

	Definitely Agree	Slightly Agree	Slightly Disagree	Definitely Disagree
1. I prefer to do things with others rather than on my own.				
2. I prefer to do things the same way over and over again.				
3. If I try to imagine something, I find it very easy to create a picture in my mind.				
4. I frequently get so strongly absorbed in one thing that I lose sight of other things.				
5. I often notice small sounds when others do not.				
6. I usually notice car number plates or similar strings of information.				
7. Other people frequently tell me that what I've said is impolite, even though I think it is polite.				
8. When I'm reading a story, I can easily imagine what the characters might look like.				
9. I am fascinated by dates.				
10. In a social group, I can easily keep track of several different people's conversations.				
11. I find social situations easy.				
12. I tend to notice details that others do not.				
13. I would rather go to a library than to a party.				
14. I find making up stories easy.				
15. I find myself drawn more strongly to people than to things.				
16. I tend to have very strong interests, which I get upset about if I can't pursue.				
17. I enjoy social chitchat.				
18. When I talk, it isn't always easy for others to get a word in edgewise.				
19. I am fascinated by numbers.				
20. When I'm reading a story, I find it difficult to work out the characters' intentions.				
21. I don't particularly enjoy reading fiction.				

28. I usually concentrate more on the whole picture, rather than on the small details.				
29. I am not very good at remembering phone numbers.				
30. I don't usually notice small changes in a situation or a person's appearance				
31. I know how to tell if someone listening to me is getting bored.				
32. I find it easy to do more than one thing at once.				
33. When I talk on the phone, I'm not sure when it's my turn to speak.				
34. I enjoy doing things spontaneously.				
35. I am often the last to understand the point of a joke.				
36. I find it easy to work out what someone is thinking or feeling just by looking at their face.				
37. If there is an interruption, I can switch back to what I was doing very quickly.				
38. I am good at social chitchat.				
39. People often tell me that I keep going on and on about the same thing.				
40. When I was young, I used to enjoy playing games involving pretending with other children.				
41. I like to collect information about categories of things (e.g., types of cars, birds, trains, plants).				
42. I find it difficult to imagine what it would be like to be someone else.				
43. I like to carefully plan any activities I participate in.				
44. I enjoy social occasions.				
45. I find it difficult to work out people's intentions.				
46. New situations make me anxious.				
47. I enjoy meeting new people.				
48. I am a good diplomat.				
49. I am not very good at remembering people's date of birth.				
50. I find it very easy to play games with children that involve pretending.				

ASC INFORMANT REPORT PRE-ASSESSMENT QUESTIONNAIRE

Full Name: _____

Relationship to the patient

How long have you known the patient? _____

1. How often do you have contact with the patient and by what means? e.g., text, face to face contact, talk on phone etc

Personal History

(You may not know the answer to these questions, please just provide the information you have)

Early Years

2. What were they like as a baby? e.g., settled baby, cried a lot, didn't sleep, often sick etc.

3. Have they been, or are they a clumsy person?

4. At what age did they do the following things?

Activity	Age
Babble	
Talk	
Walk	
No longer need nappies (potty trained)	
Tie shoelaces	
Fasten and undo buttons	
Use zips	
Ride a bicycle	
Throw and catch balls	

5.	Did they like cuddles as a child? If so, was this with any specific people?
6.	If they have siblings, did they like to play with them as a child or did they prefer to play alone?
7.	If they did play with siblings, what types of games/play did they do?
8.	Did they use to enjoy playing with children in neighbourhood as a little child? Did they initiate play with other children?
9.	Did they ever collect toys/memorabilia? If so, what were they and do they still have them?
10.	Did they have any preference for one toy/film/game/character and became very attached and fascinated with it? Was it intense, obsessional and dominated his/her time and fantasy?
11.	Did they use to go on holidays with the family? What aspects did they enjoy and what aspects did they not enjoy or found difficult?
12.	Did they use to attend family parties/gatherings? What aspects did they enjoy and what aspects did they not enjoy or found difficult?
13.	Did they have any significant illness, accident or specific needs that required intervention from professionals in early childhood?

School Years

14.	Did they need to change schools at any time? If so, what were the reasons for this?
15.	Did they ever get issued with a statement of educational need at school? If so, what was it for?
16.	Did they receive any additional support in school to help them engage in lessons or learn? If so, what was this support, and did it help?
17.	Did they enjoy nursery? Why, or why not? Do you know what teacher's feedback said about them? If so, what was it?
18.	Did they enjoy pre-school? Why, or why not? Do you know what teachers' feedback was about them? If so, what was it?
19.	Did they enjoy infants? Why or why not? Do you know what teachers' feedback was about them? If so, what was it?
20.	Did they enjoy primary school? Why or why not? Do you know what teacher's feedback was about them? If so, what was it?
21.	Did they enjoy secondary school? Why or why not? Do you know what teacher's feedback was about them? If so, what was it?
22.	How well did they cope with the transitions between schools?
23.	Did they make friends at school? If so, who were their friends at school?
24.	Did they see any friends out of school? If so, what did they do? Did they attend birthday parties, sleepovers? Did they enjoy them?
25.	Do they still see their old school friends?
26.	Did they use to go to any clubs or do out of school activities? e.g., sports clubs, girl guides/boy scouts etc? Did they enjoy those?

Social Communication

27.	Do people ever misinterpret what they say and mean? If so, in what way?
28.	Do they ever misinterpret what people say to them or what they intend? If so, in what way?
29.	Do they ever find it difficult to be in social situations with people they know, or they don't know? If so why and what helps them cope in these situations?
30.	Can they easily understand non-verbal communication? <u>e.g.</u> body language, gesture, facial expression, group dynamics etc If they struggle with any, which ones are more difficult for them?
31.	Do they understand humour, banter, sarcasm, metaphors or euphemism? If they struggle with any, which ones do they find more difficult to understand?
32.	Are they able to recognise, name and express their own emotions? If not, in which do they struggle with it?
33.	Are they able to imagine how other people may be feeling? If not, in what way do they struggle with this?
34.	Can they feel empathy (the ability to understand another person's thoughts and feelings in a situation from their point of view rather than their own)? Are they able to show empathy? How do they express it?
35.	Can they initiate conversations? Can they maintain conversations with people even if the topic does not interest them? If not, what do they struggle with?
36.	Are they able to routinely look people in the eyes when they talk to them? Do they routinely use gestures and change the tone of their voice to enhance what they are saying to someone? If they struggle with any of these, which ones and what do they find difficult.
37.	Do people describe them as an opinionated person? Do they have black and white thinking? Do they think literally?

Routines/Repetitive Interests/Sensitivities

38.	Do they currently have any physical or mental routines If so, what are these? e.g., things that they like to do at a set time or in a set way?
39.	Do they have difficulties coping with change? e.g., if their plans change unexpectedly. If so, can you give some examples and how it affects them?
40.	How do they spend their time at home?
41.	Do they like having any order to their belongings? If so, can you provide examples?
42.	If they have to do something new or go somewhere new, how do they prepare themselves?
43.	What are their interests? How all-absorbing are they, how much time spent thinking about them and how much money spent on them? Do they like to talk about them a lot? Do their friendships and social life revolve solely/mainly around their interests?
44.	Do they do anything repetitively and if <u>so</u> what? e.g., buy the same brands, eat the same foods, repeated body movements, intense interests etc.
45.	Do they have any sensitivity/or reduced sensitivity to light, sound, taste, smell, touch, texture pressure, temperature? If so which ones and in what way?

Daily Living Activities:

Are they able to: (please tick the relevant box)?

Activity	Yes	Yes, with support	No
Cook			
Shop for food			
Shop for clothes			
Housework			
Laundry			
Make appointments			
Attend appointments			
Use public transport			
Manage money			
Use a phone			
Drive			
Ask for help			



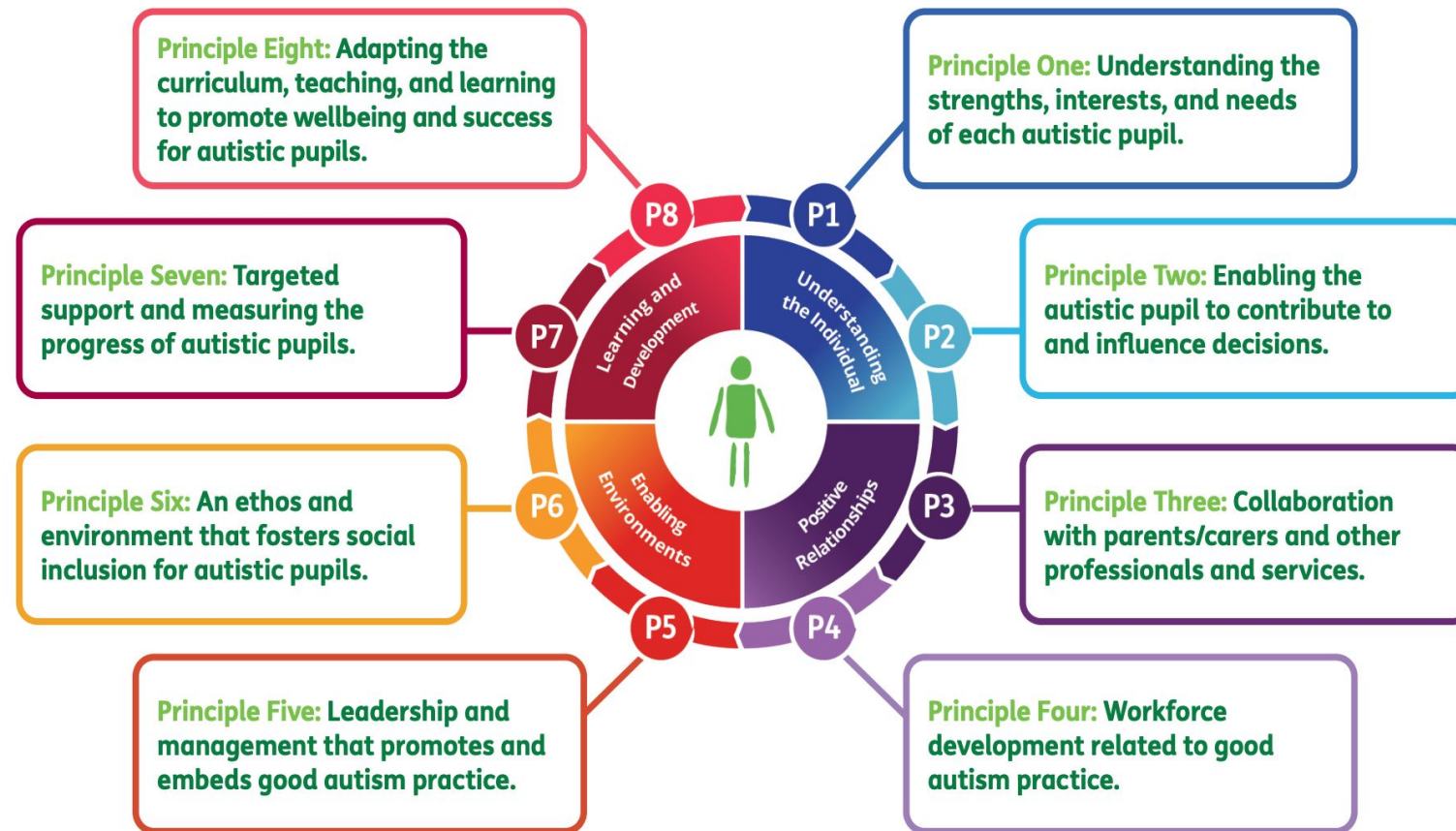
46. What do you think their strengths are?
47. In which way do you think their difficulties have impacted their life (education, employment, relationships, mental health, current circumstances)
48. Is there anything else that would be helpful for us to know?

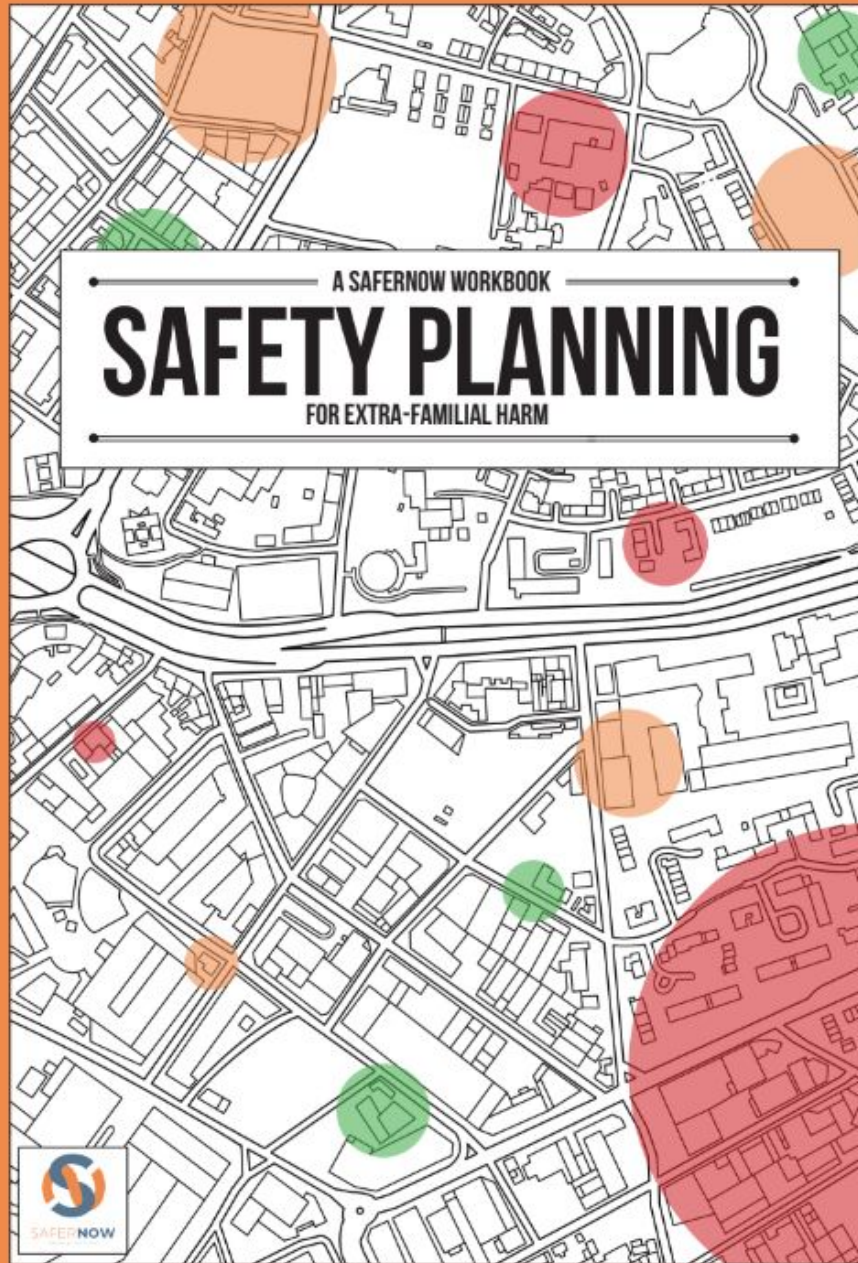
Thank you!

DEVELOP OWN COMPETENCY FRAMEWORK

The Eight Principles of Good Autism Practice

This is how the Eight Principles of Good Autism Practice are embedded in the four themes.





SAFETY PLANNING FOR EXTRA-FAMILIAL HARM WORKBOOK

The first of its kind, a workbook designed for practitioners from education to social care on how best to ensure key principles of child centred, trauma lensed and contextual practice is applied to facilitate effective safety plans with young people. This workbook includes exercises for the practitioner's own development and reflection, as well as direct work for young people.

REFLECTIONS and Q&A

FURTHER READING

<https://www.barnardos.org.uk/sites/default/files/2023-06/summer23-report-invisible-children-cost-living-criminal-sexual-exploitation.pdf>

https://dyspraxiafoundation.org.uk/wp-content/uploads/2016/09/P16-A_Guide_to_SpLD_copy_2.pdf

<https://www.autismeducationtrust.org.uk/sites/default/files/2023-06/aet-schools-competency-framework.pdf>

<https://www.contextualsafeguarding.org.uk/resources/toolkit-overview/towards-safety/>

<https://library.nspcc.org.uk/HeritageScripts/Hapi.dll/search2?searchTerm0=C9796>

<https://www.ccinform.co.uk/case-law/deprivation-of-liberty-to-protect-a-child-being-exploited-by-criminal-gangs-eby-a-child-2023-ewhc-2494-fam/>

https://www.proceduresonline.com/derbyshire/scbs/user_controlled_lcms_area/uploaded_files/Neurodiversity%20and%20Radicalisation%20Briefing%20-%20Final%20January%202023.pdf