



NEUROEQ.

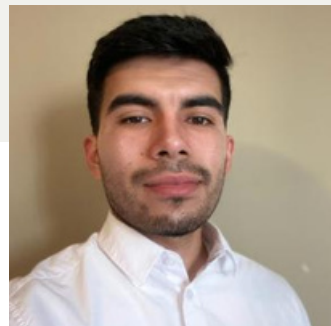
Educators & leaders for neurodivergent equity



Sarah M. Clark,
Chief Executive Officer



Breely Peterson,
Chief Marketing Officer



Darwin Morales-Ortiz
Chief Operating Officer



<https://neuroeq.wordpress.com/>



Our Vision

NeuroEQ aims to educate teachers and leaders on attention and learning disabilities to create equitable opportunities for neurodivergent individuals to help improve their educational and professional experiences. The disorders include but are not limited to the following:

- Attention deficit disorders (ADD/ADHD)
- Dyslexia (reading)
- Dysgraphia (distorted or incorrect writing)
- Dyscalculia (math)
- Reading comprehension deficits





Campaign Aim

Increase awareness of the need to include neurodiversity—specifically overlooked conditions such as attention deficit disorders and learning disabilities—as a DEI initiative. NeuroEQ is designed to provide the necessary education, tools, and resources to help implement this initiative in schools, organizations, and local communities.

Brainstorm & Strategy

- Compile relevant statistics on unemployment rates, graduation rates, etc. for neurodivergent individuals
- Determine best strategies for neurodivergent inclusion and support
- Make information on neurodiversity accessible to as many organizations as possible
- Expansive media list
- Clear guides & processes
- Utilize simple fonts and colors across all content



SWOT Analysis

Strengths

- Neurodivergence is not a common topic in DEI work, making the mission unique to the conversation of creating equitable educational and professional settings
- Existing research and resources exist, so NeuroEQ can use both to accomplish its mission and goals

Weaknesses

- Educators are overwhelmed with current demands and need more resources
- More research and resources exist for children and adolescents with attention and learning disorders compared to adults

Opportunities

- There is significant content to discuss the importance of recognizing neurodivergence, creating spaces for neurodivergent people, and actively inclusivity
- Numerous grants are available from foundations and government agencies that support diversity and inclusion efforts

Threats

- There are existing organizations working towards neurodiversity and inclusion, which in turn creates competition for funding and partnerships
- Current misconceptions around neurodivergence may hinder educators and leaders from implementing the resources

Key Audiences

- **Educators**
 - Elementary - High School Teachers
 - School Board Members
 - University Professors
 - Researchers
- **Leaders**
 - Members of Congress
 - Business Executives (CEOs)
 - Foundation Leaders



Content Analysis

The Process

While creating our content analysis, we kept in mind the following:

Sources

Ensured that the information we used was accurate

Used articles and studies from 2017 and after

Mentions

Included quotes that used statistics or described particular signs of neurodivergence that are overlooked

Relevance

Used articles that were relevant to the specific areas of neurodivergence NeuroEQ targets

Content Analysis: Data Collection

Unit of Analysis Resources for neurodivergent individuals: Companies = Blue; School Systems = Green	Codes	Institution, Company, and/or Platform	Date Published	Article Title	Mention of Neurodivergence (ADHD/Attention Deficit Disorders, Learning Disabilities)	Mention of Neurodiversity, Equity, and/or Inclusion
https://www.fastcompany.com/90769164/5-ways-to-make-your-workplace-more-neuro-inclusive	Cognitive differences; Misconceptions	Fast Company	7/18/2022	5 Ways to make your workplace more neuro-inclusive	Neurodivergent characteristics; "To be clear, neurodiversity refers to variations in the neurocognitive functioning of individuals. It includes cognitive differences like autism, attention deficit hyperactivity disorder (ADHD), dyslexia, dyscalculia, Tourette's syndrome, and others."	Neurodivergent characteristics; "There are many organizations and consultants that work to provide guidance and/or training on neurodiversity and its various cognitive differences in the workplace."
https://www.edweek.org/teaching-learning/some-employers-are-turning-disabilities-into-strengths-schools-can-latch-on-to-that/2021/07	Traditional Approaches; Undiagnosed; Misconceptions	EducationWeek	7/12/2021	What Employers Can Teach Schools About Neurodiversity	Neurodivergent characteristics; "A lot of those kids with ADHD and kids with learning disabilities, are high IQ and [when] they're achieving below their potential is usually how those were diagnosed," and "prior studies have found students with treated ADHD have better outcomes than those with untreated symptoms."	Traditional Approaches create inequity; "We found teachers have much lower expectations for the kids with learning-disability diagnoses than they do similarly achieving kids without the diagnosis"
https://vp.digitalpromiseglobal.org/topics/learning-disabilities-adhd-dyscalculia-dyslexia	Inequity; Early intervention; Cognitive differences	Digital Promise	N/A	Topic: Learning Disabilities: ADHD, Dyscalculia, and Dyslexia	Neurodivergent characteristics; "One in five students in the U.S. are estimated to have learning and attention issues. Specific learning disabilities can include dyslexia, dysgraphia, and dyscalculia, while attention deficit hyperactivity disorder (ADHD) centers on an individual's challenge with focus. Learning and attention issues often co-occur."	Neurodivergent inequities; "While learning and attention challenges affect all learners from every income level and across all races, genders, and ethnicities, students who are Indigenous, Black, Brown, living in poverty, or learning English are more often over- or under-identified with specific learning disability diagnoses."
https://www.forbes.com/sites/forbeshumanresourcescouncil/2022/02/15/neurodiversity-and-the-workplace/?sh=15f6c9e52a22	Cognitive differences; Benefits; Support	Forbes (written by Alan Price, CEO at Bright HR)	2/15/2022	"Neurodiversity and the Workplace"	Multiple ways of thinking; "there is no right way of thinking, learning, and behaving AND differences are not viewed as deficits."	Benefits for organizations; benefits individuals AND the company: 2018 Deloitte Report found that companies with inclusive cultures were 6 times more likely to be innovative and agile
https://files.eric.ed.gov/fulltext/EJ1308646.pdf	Inequity; Support; Equity	Journal of Postsecondary Education and Disability	7/13/2021	"Do Neurodivergent College Students Forge a Disability Identity? A Snapshot and Implications"	Neurodivergence inequities; Impact on life "A significant percentage of school children, adolescents, and adults live with a mental profile that has led to impairment in a major life area and thus may have experienced exclusion like that described above." (pg 53)	Essential element of awareness, creating a strong community is including neurodiversity as an element of diversity and inclusion efforts (p. 59).
https://www.forbes.com/sites/jenniferpalumbo/2022/12/31/how-to-build-an-inclusive-recruitment-process-that-supports-neurodiversity-in-the-workplace/?sh=29d740413a04	Ableism; Misconceptions; Benefits	Forbes (by Jennifer Palumbo, CEO of Wonder Woman Writer)	12/31/2022	How To Build An Inclusive Recruitment Process That Supports Neurodiversity In The Workplace	Benefits for organizations; "A 2018 study by Accenture, AAPD, and Disability found that the companies that hired neurodivergent people achieved 28% higher revenue, twice the net income, and 30% higher economic profit margins compared with other companies in the same sample.	Ableism; "Organizations often view people with disabilities negatively and as a burden, focusing on what they cannot do instead of what they can do. The script needs to be flipped."
https://www.bps.org.uk/psychologist/neurodiversity-affirmative-education-why-and-how	Support; Undiagnosed; Systemic changes	The British Psychological Society	12/15/2022	Neurodiversity-affirmative education: why and how?	Support for neurodivergent individuals; What supporting neurodiversity should look like - All schools should cater to diversity. One way could be including accessories that help cater to needs (ex. noise-canceling headphones). This in turn can also help undiagnosed children in their daily learning. Schools should also aim to not "correct" behavior	Risks; "The difficulty arises when the entire neurodiversity idea is boiled down to a focus on celebrating talents." ; "Instead, the focus on strengths is more healthy – and more aligned with the natural variability that is central to neurodiversity – when considered at a group level."
https://childmind.org/article/how-schools-can-support-neurodiverse-students/	Support; Cognitive differences	Child Mind Institute (Writer: Juliann Gray; Clinical Expert: Cynthia Martin, PsyD)	6/8/2023	How Schools Can Support Neurodiverse Students	Support for neurodivergent individuals; Looking Beyond Behavior - "The best thing a teacher can do for a neurodivergent kid," Dr. Martin says, "is to validate their feelings and help them to problem-solve those behaviors." Adding supports such as "visual supports," "including breathing/relaxation exercises," "relaxation areas," and "preferential seating" can also help.	Support for neurodivergent individuals; "Executive functioning includes things like being able to plan, organize, prioritize, and initiate tasks. 'Building in executive functioning supports into the educational curriculum can be really helpful,' says Dr. Martin."

We pulled 20 sources for the content analysis

We referred to articles, with preference to peer-reviewed sources

- Pulled quotes with the following mentions:
1. Neurodivergence
 2. Neurodiversity, equity, and/or inclusion
 3. Employers/Companies
 4. Educators/Education

Content Analysis

The Findings

The following was how we evaluated our content and what was discovered:

Section 1: Categories & Codes

We developed codes based on information that was repetitive or key to understanding neurodivergence

Section 2: Themes & Categories

Categories were created with general terminology that acted as an umbrella

Section 3: Final Categories & Final Related Themes

Determined what categories were repetitive then incorporated them into one of the other sections

Content Analysis: Codes

Category	Codes Within Analysis	Notes
Neurodivergent Characteristics	Inequity; Early intervention; Cognitive differences; Traditional Approaches; Undiagnosed; Misconceptions; Benefits; Support	Several sources note characteristics of neurological disorders that are misrepresented and misunderstood, which leads to inequities for neurodivergent individuals.
Benefits for Organizations	Cognitive differences; Benefits; Awareness; Career; Education; Support; Abilities; Traditional Approaches	Creating neurodiversity in organizations benefits organizations because of many characteristics neurodivergent individuals bring to their work. However, by neglecting to create neuro equity in an organization or educational setting, the individual with cognitive differences will suffer.
Neuro equity in Education	Career; Employment; Education; Cognitive differences; Awareness; Support	Individuals with disabilities are less likely to complete a Bachelor's degree than individuals without disabilities; Some neurodivergent individuals face lower academic expectations.
Neuro equity in Companies	Careers; Employment; Cognitive differences; Awareness; Support	Some organizations see neurodivergent individuals in a negative light.
Multiple Ways of Thinking	Cognitive differences; Benefits; Support	Neurodivergent individuals bring in different perspectives as well as desirable traits for specific jobs.
Support for neurodivergent individuals	Ableism; Misconceptions; Benefits	If support for neurodivergent individuals is not offered, then the company or educational setting will suffer as well, and misconceptions will continue to occur and negatively affect future individuals with cognitive differences in those settings.
Neurodivergent abilities	Abilities; Cognitive differences; Education; Career; Support; Inequity	Neurodivergent individuals have different abilities and can flourish in their careers and education if allowed to by their environment. However, this requires organizations to educate their administration and management on neurodiversity and offer support and resources.
Neuro equity	Inequity; Education; Employment; Abilities; Misconceptions; Career; Undiagnosed; Ableism; Benefits; Systemic Changes	There needs to be systemic change in organizations and educational settings in order for employees and students with neurological disorders to thrive. Not changing is ableist and excludes a large amount of the population.
Unemployment Rates	Ableism; Misconceptions; Benefits; Career; Inequity	Individuals with disabilities are more likely to be unemployed than individuals without disabilities.
Healthcare Access	Undiagnosed; Career; Inequities; Ableism; Misconceptions	Many individuals go undiagnosed, which causes many symptoms of ADHD and learning disabilities to be labeled as "lazy" or "careless." Making it easier and more affordable to receive formal diagnoses will help neurodivergent individuals perform well in school, work, and their everyday lives—which then creates better outcomes in these organizations and society.

We produced 10 categories based on the codes created from the sources

To determine the themes, we further narrowed down the categories by finding common codes

We noted each path to support why the category would become a theme

Content Analysis: Themes & Categories

Themes	Related Categories	Notes
Inequity for neurodivergent individuals	Healthcare Access; Unemployment Rates; Supporting Neurodivergent Individuals; Neurodiversity and Inclusion	Equitable opportunities to perform well in school, excel in the workforce, receive adequate healthcare, and be offered support in all these settings are pivotal to neuro equity.
Lack of neuro equity in the hiring process	Unemployment Rates, Neurodiversity in companies	Traditional interviewing and recruitment processes can pose a barrier to neurodivergent individuals. A change in this process as well as accommodations could benefit neurodivergent individuals.
Lack of resources in schools for neurodiverse populations	Neurodiversity in education; Benefits for organizations	Creating neuro equity in education will set neurodivergent students up for success.
Misconceptions of neurodivergence	Unemployment rates; Neurodiversity equity and inclusion	There are those who believe neurodivergent individuals are more of a “burden”. Neurodivergent individuals face low expectations.
Benefits for organizations	Multiple ways of thinking; Neurodivergent abilities; Support for neurodivergent individuals	Neurodivergent individuals bring fresh perspectives. Organizations with neurodiversity see positive impacts on productivity as well as performance.

**Theme Area 1:
Neurodiversity
at a Glance**

**Theme Area 2:
Neurodiversity
in Education**

**Theme Area 3:
Neurodiversity
in Workplaces**

Theme Area 1: Neurodiversity at a Glance

In order to assemble a team to help carry out NeuroEQ's mission, we established a general understanding of what neurodivergent encompasses.

Goals

Increase neurodiversity education, training, and resources in schools, workplaces, and communities

Establish health resources to provide a clear understanding of neurodivergence to receive diagnoses and treatment options

Objectives

Provide information and resources to 15 schools, 30 employers, and 20 health centers within six months

Raise \$25,000 in funding for local health centers to conduct testing and offer treatment options

Strategies

Create connections with school board leaders, attend networking events, and host health fairs

Present research to potential stakeholders that includes the benefits of diagnosing and accommodating neurodiversity

Tactics

Create a website and social media accounts including accessible and general information

Establish a blog and write posts relaying information on neurodiversity.

Create a media list to send press materials


Publish a press release announcing NeruroEQ

Examples from the campaign



NEUROEQ.

Leaders & educators for neurodivergent equity

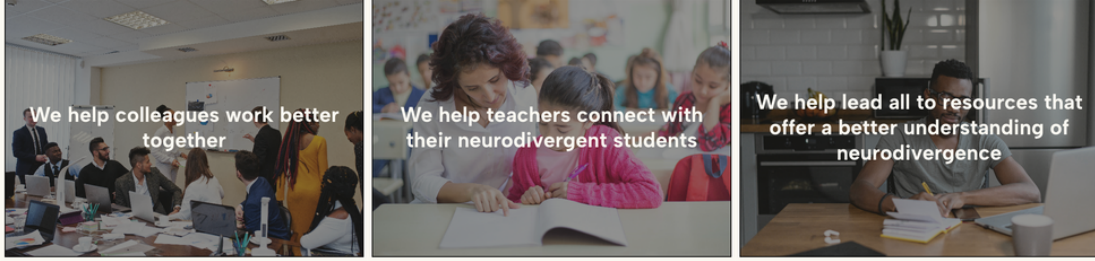


neurodivergent (adj.) differing in mental or neurological function from what is considered typical or normal (frequently used with reference to autistic spectrum disorders); not neurotypical.

15-20% of the population is estimated to be neurodivergent. Neurodivergence includes, but is not limited to:

- Autism Spectrum Disorder
- Attention Deficit Hyperactivity Disorder (ADHD)
- Developmental speech disorders
- Dyslexia
- Dysgraphia
- Dyspraxia
- Dyscalculia
- Dysnomia
- intellectual disability

THE VALUE OF NEUROEQ




We help colleagues work better together

We help teachers connect with their neurodivergent students

We help lead all to resources that offer a better understanding of neurodivergence


[READ MORE ABOUT NEUROEQ](#)



NEUROEQ.


Leaders & educators for neurodivergent equity

OUR PURPOSE



NeuroEQ aims to educate teachers and leaders on attention and learning disabilities to create equitable opportunities for neurodivergent individuals to help improve their educational and professional experiences.

Resources for attention and learning disorders are essential for early intervention. According to the [Centers for Disease Control \(CDC\)](#), boys (13%) are diagnosed with ADHD more than girls (6%), and [Healthline](#) reports that externalized symptoms (impulsivity and hyperactivity) are seen more in boys than girls, who have internalized symptoms (being withdrawn, inattentiveness, verbal aggression). Because—as noted by the [Learning Disability Association \(LDA\)](#)—11.75% of people with learning disabilities go unidentified, and “adult ADHD has been less diagnosed and is often misdiagnosed, under-treated when recognized, or not treated at all” ([Targum and Adler, 2014](#)), it is critical to include both in DEI conversations.




Sarah Clark,
Chief Executive Officer

Clark is a communications professional and content creator based out of Boston, Massachusetts. She is an Editorial Associate in the Department of Medicine at Beth Israel Deaconess Medical Center. Her undergraduate degree is from The College of Saint Rose (magna cum laude) with a degree in communications and a concentration in journalism, and she took nearly every production (film, audio, design) course at Saint Rose. Currently, Clark is a second-year graduate student in Sacred Heart University’s Strategic Communications and Public Relations program, and she is a member of the Public Relations Society of America (PRSA).



Breely Peterson,
Chief Marketing Officer

Breely Peterson is a native Texan and our Chief Marketing Officer here at NeuroEq. A native Texan, sure graduated from Southwestern University and went on to pursue political communications as a Press Secretary for members of Congress in Washington, D.C. Wanting to get back to her Texas roots, Breely returned home where she is currently an Account Manager at Story Amplify, a local marketing agency. Breely believes NeuroEQ is a critical step in advancing neurodivergent equity and inclusion. She is a firm believer that every human being has something to offer, and not everything is one size fits all.



Darwin Morales,
Chief Operating Officer

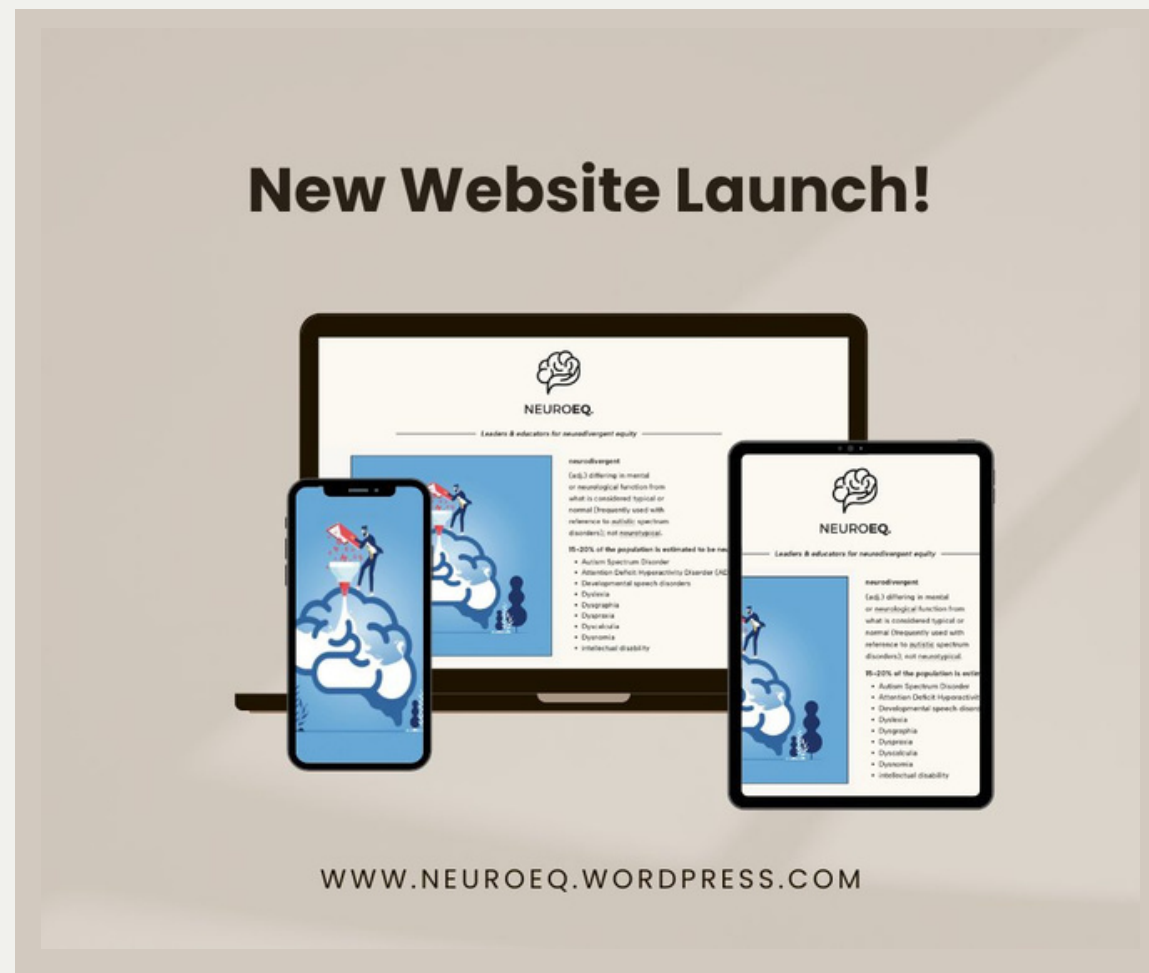
Currently pursuing a Master’s in Strategic Communications and Public Relations at Sacred Heart University, Darwin is passionate about effecting positive change. Committed to NeuroEQ’s mission, Darwin looks forward to making a meaningful impact and fostering a world where neurodiversity is celebrated, and every individual can thrive.

We used WordPress as the CMS for the website

We had minimal pages so that the information was easy for people to access quickly

We included links for more sources of information

Examples from the campaign



We aimed to create content that not only increased education of neurodiversity, what was inclusive of neurodivergent individuals themselves. With base colors and excluding serif fonts, the intent was to increase accessibility with the basic resources at our disposal.

Examples from the campaign



Contact: Breely Peterson
512-788-2398

FOR IMMEDIATE RELEASE
July 23, 2023

NeuroEq: The Company Behind the Neurodiversity Revolution Empowering Educators and Leaders in Neurodiversity Knowledge and Resources

WASHINGTON, DC — On Sunday, July 23, NeuroEQ announced its official launch as an organization. With a mission to educate teachers and leaders about attention and learning disabilities, NeuroEQ aims to create equitable opportunities that enhance the educational and professional experiences of neurodivergent individuals.

According to [recent studies](#), 15-20% of the population falls within the neurodivergent spectrum, and the unemployment rate for neurodivergent individuals is 30-40%. Negative perceptions of neurodivergent individuals lead to misconceptions about their learning capabilities [as well as their abilities to perform everyday tasks in educational settings and the workplace](#). However, research has determined that neurodivergent individuals who are provided with proper resources and environments are just as, if not more, productive than their counterparts in certain areas of work and school.

"Without education and resources, the leaders and educators making the decisions are not properly equipped to hire, accept, or work with neurodivergent individuals," said **Sarah Clark, chief executive officer and co-founder of NeuroEq**. "We recognize that it takes both education and implementation of resources to empower leaders and educators to combat the negative perceptions attached to neurodivergence."

NeuroEQ invites educators, business leaders, and the community to join the movement toward an inclusive and supportive society. We aim to dismantle stereotypes, break down barriers, and support the neurodivergent community.

###

About NeuroEQ:

NeuroEQ is an organization dedicated to empowering teachers and leaders with knowledge surrounding attention and learning disabilities. NeuroEQ aims to create equitable opportunities for neurodivergent individuals to enhance their educational and professional experiences. With partnerships and programs, NeuroEQ will strive to dismantle stereotypes to help support individuals within the neurodivergent community. Learn more at www.neuroeq.wordpress.com.

The media list was curated based on previous coverage of neurodiversity issues, DEI in the workplace and classroom, or general learning disabilities. The press release was then tailored towards similar coverage by these reporters.

Name	Outlet	Beats/Topics	Phone	Email	Outlet Type	Social Media Accounts & Handles	Website	Link to Articles
Jennifer Miller	New York Times	American cultural divides	-	jnymlr@gmail.com	Newspaper	@propjen	http://www.byjennifermiller.com	https://www.nytimes.com/2023/05/13/business/diversity-equity-inclusion-belonging.html
Jennifer "Jay" Palumbo	Forbes	Autism	-	-	Newspaper	@jennjaypal	https://wonderwomanwriter.com	https://www.forbes.com/sites/jenniferpalumbo/2022/09/14/offering-support-to-neurodiverse-and-neurotypical-children-as-they-return-to-school/
Nicolle Liu	Wall Street Journal	Cybersecurity	-	nicolle.liu@wsj.com	Newspaper	@nicolle_liu	https://www.wsj.com/news/author/nicolle-liu	https://www.wsj.com/articles/neurodiverse-candidates-find-niche-in-remote-cybersecurity-jobs-11649842380
Laura Newberry	Los Angeles Times	Mental Health	-	laura.newberry@latimes.com	Newspaper	@lauramnewberry	https://www.latimes.com/people/laura-newberry	https://www.latimes.com/california/newsletter/2023-04-18/autism-awareness-really-is-growing-but-harmful-misconceptions-still-remain-gr
Karia L Miller	Washington Post	Workplace drama & trauma	-	karia.miller@washpost.com	Newspaper	@karlaatwork	https://www.washingtonpost.com/people/karia-l-miller/?tid=ai_top_millerk	https://www.washingtonpost.com/business/2023/04/13/autism-office-workadvice/
Karla Pretorius	Moshi	Autism	-	-	Blog	-	https://www.linkedin.com/in/kariapretorius/?originalSubdomain=pt	https://www.moshikids.com/articles/neurodiversity-at-school/#:~:text=Neurodivergent%20students%20learn%2C%20think%2C%20and,a
Allaya Cooks-Campbell	BetterUp	Parenting, Lifestyle, Health	-	-	Blog	-	https://www.betterup.com/blog/author/allaya-cooks-campbell	https://www.betterup.com/blog/neurodiversity
Ed Thompson	Uptimize	Neuroinclusion	-	info@uptimize.com	Blog	@uptimizeteam	https://uptimize.com/neurodiversity-resources/	https://uptimize.com/neurodiversity-work-fits-diversity-equity-inclusion/
Sarah Wood	U.S. News	Education	-	swood@usnews.com	Digital Media	@sarah_a_wood	https://www.usnews.com/topics/author/sarah-wood	https://www.usnews.com/education/articles/how-to-navigate-college-as-a-neurodivergent-student
Katie Rose Guest Pryal	The Chronicle of Higher Education	mental health and disability	-	contact@krp.us	News & Information Organization	@krp Pryal	https://katiroseguestpryal.com	https://www.chronicle.com/article/how-to-teach-your-many-neurodivergent-students
Emma Jacobs	Financial Times	workplace & changes in office life	-	emma.jacobs@ft.com	News Organization	@emnavj	https://www.ft.com/emma-jacobs	https://www.ft.com/content/3ce77408-34ab-4c8c-b12f-8b2760c8552
Julia Horowitz	CNN Business	global markets and business	-	-	Multinational News Channel & Website	@juliahorowitz	https://www.cnn.com/profiles/julia-horowitz/about	https://www.cnn.com/2019/04/02/business/goldman-sachs-autism-neurodiversity/index.html
Ellen Sheng	CNBC	Business, Finance, Fintech, and US-China Investments	-	-	Cable Business News Channel & Website	@ellensheng	https://ellensheng.com	https://www.cnbc.com/2022/05/27/walgreens-amazon-wawa-find-success-with-most-often-unemployed-worker.html
Genevieve Shaw Brown	Fox News	Lifestyle	-	-	Multinational News & Political Commentary	@GSBBrownABC	https://www.foxnews.com/person/b/genevieve-shaw-brown	https://www.foxnews.com/lifestyle/autism-acceptance-month-all-year-long-sensory-guides-available-for-family-travel
John Harris	The Guardian	Politics, Pop Culture, Music	-	-	Newspaper	@johnharris1969	https://www.theguardian.com/profile/johnharris	https://www.theguardian.com/world/2023/jul/05/the-mother-of-neurodiversity-how-judy-singer-changed-the-world

Examples from the campaign

The blog post: For this, it was important to introduce neurodivergence as a general subject and include information that was not targeted at any particular audience.

Neuro Equity for Educators and Leaders

Diversity, equity, and inclusion (DEI) are essential components of an organization and should be considered by each stakeholder. Though the increased conversations have bettered workplaces, educational settings, and society at large, neurodiversity and equity are crucial topics that must become widely spoken about if we are to make change for neurodivergent individuals. Attention deficit disorders and learning disabilities are two common neurological disorders that impact many individuals. [The Supportive Care ABA](#) states that “National Center for Learning Disabilities, around 15% of the U.S. population, or one in seven individuals, has some form of learning disability.” Additionally, the [National Institute of Mental Health](#) noted that 4.4% of adults have ADHD. With these statistics in mind, it is vital for managers and educators to make accommodations to help neurodivergent individuals. However, there are still misconceptions surrounding individuals with ADHD and learning disabilities, such as:

- **Children grow out of ADHD and their learning disabilities.**
 - [Children and Adults with Attention-Deficit/Hyperactivity Disorder \(CHADD\)](#) note that “ A study of girls ages 6–12 years with childhood ADHD found that 10 years later, they continued to have higher rates of ADHD and coexisting conditions.”
- **Neurodivergent individuals with ADHD or learning disabilities are less intelligent.**
 - [A PBS article](#) states that people with learning disabilities have the mental capacity to do well academically and professionally, but “because of the unique ways that their brains are organized to receive, process, store, retrieve and communicate information, they struggle to accomplish tasks that are necessary to success in school and in life.”
- **ADHD and learning disabilities are a result of bad parenting.**
 - ADHD and learning disabilities are because of differences in how the brain functions and children with either one or both cannot be “taught out of it” ([Understood](#)).

With the above misconceptions in mind, training for managers and educators is essential to ensure proper work environments and educational settings that help neurodivergent individuals perform to the best of their abilities. Tools that can easily be implemented in either work or educational settings include:

- Reading assistant software and/or apps such as Speechify
- Programs such as Grammarly to assist the individual with spell-checking and sentence structure
- Noise canceling headphones
- Flexible workspaces and quiet places to complete assignments or tasks
- Extra time on projects or tests

In order to achieve true equity for neurodivergent individuals, it is crucial to address the inequities present in workplaces and educational settings and understand how we can help those affected by these cognitive conditions. With the help of NeuroEQ and our partners, we can come together to achieve the goal of true neuro equity.

Theme Area 2: Neurodiversity in Education

Early diagnoses and interventions can help neurodivergent individuals excel in their educational and professional careers. We established goals, objectives, strategies, and tactics in order to help educators and parents understand neurodiversity and equity:

Goals

Create equitable opportunities for neurodivergent individuals by training educators and parents in neurodiversity

Equip students with grade-appropriate knowledge on neurodiversity to ensure they can voice any issues that may occur

Objectives

Present NeuroEQ's mission in three (3) schools with the most neurodiverse student populations in Washington D.C.

Collect at least 500 signatures advocating for adequate understanding of neurodiversity

Strategies

Establish relationships with educators and advocates through networking events and workshops

Collaborate with educators to help develop feasible neuro equity plans to help stakeholders understand our mission

Tactics

Host events and workshops for educators and parents to learn about resources

Create packets with lesson plans and parent resources to help neurodivergent students

Create a one-pager general info fact sheet

Examples from the campaign

NEUROEQ

Educators & leaders for neurodivergent equity.

neurodivergent (adj.): differing in mental or neurological function from what is considered normal or typical (frequently used with reference to autism spectrum disorders); not neurotypical

DID YOU KNOW?

15-20% of the population is considered neurodivergent

The unemployment rate for neurodivergent individuals is 30-40%, nearly 3X higher than the average

Neurodivergent individuals are nearly 20% less likely to have a Bachelor's degree or higher

BEST PRACTICES & RESOURCES:

Prioritizing neurodiversity resources and education for leaders and educators will not only achieve equity and inclusivity for neurodivergent individuals, but will likely increase productivity and capabilities for all in the office and the classroom.

- Make neurodiversity an element of any and all DEI campaigns
- Adjust interview processes to meet the needs of the interviewee (location, question format, etc)
- Communicate with individuals to determine needs
- Space to move and find rest when needed
- Prioritize support & community
- Be conscious of language used "This should only take X minutes" can be anxiety producing to neurodivergent individuals
- Noise cancelling headphones
- Assistive technology such as text to speech apps
- Organizational tools



Inclusive Education

Roughly One In Five Students Are Neurodivergent

Neurodivergent students face:

- Misconceptions
- Negative stigma
- Incompatible teaching methods

[For Resources And How To Create An Inclusive Classroom](#)

The statistic was incorporated in order to highlight the importance of inclusive classrooms as well as the difficulties that neurodivergent students face. Our choice of color was made in order to not be distracting, and the sans-serif font was used in order to be easily legible. Those who click on our link will be able to view helpful resources.

We made sure to include the standard definition of neurodivergent so everyone understand what we were working off of. We also utilized whitespace and contrasting colors to make everything easy to read.

Theme Area 3: Neurodiversity in Workplaces

Similar to neurodiversity and equity in education, NeuroEQ also aims to create opportunities for leaders to better understand neurodivergence in order to improve their teams and work more effectively with neurodivergent individuals.

Goals

Help employers and managers understand **how to work better with neurodivergent employees** on their teams

Encourage companies to **implement trainings that offer a comprehensive view** of neurodivergence

Objectives

Provide free workshop sessions to 50 managers and company leaders to help them better understand how to lead their organization with neurodivergent employees

Implement detailed neurodiversity training in 10 companies and/or organizations

Strategies

Frame outreach conversations to highlight the benefits of neurodiversity training

Reduce costs for the organization by offering NeuroEQ's guides and resources for free

Gain employee interest first so that they can influence the leaders from within the company


Tactics

Create social posts that are targeted toward employers

Create and publish infographics with information that highlights the benefits of neurodiversity in organizations/companies

Design and create training modules to present to leaders

Examples from the campaign




Supporting Neurodiversity In The Workplace

How Inclusive Is Your Workplace?

- Learn how to foster a neurodiverse environment
- Dispel any neurodivergence misconceptions
- Learn the benefits of neurodiversity

For Resources And Where To Begin



NEUROEQ.

Our image was chosen in order to show a workplace environment. We chose neutral colors in order to be sensory friendly, and our sans-serif font was used in order to be easily legible. We wanted to highlight what one would learn from our resources in order to persuade viewers to visit our website.

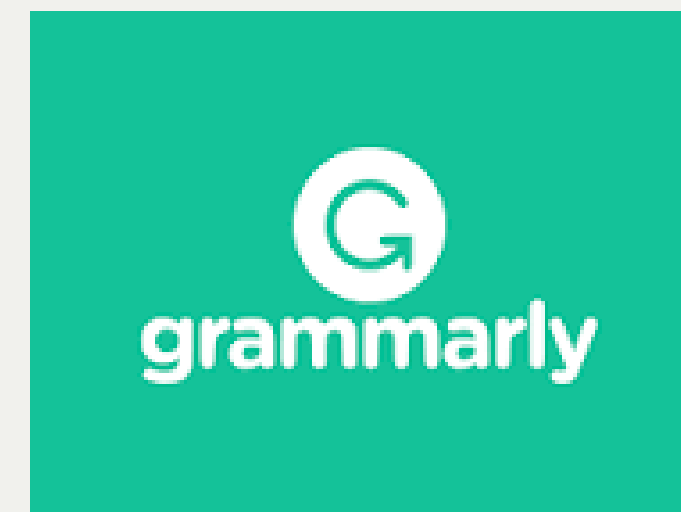
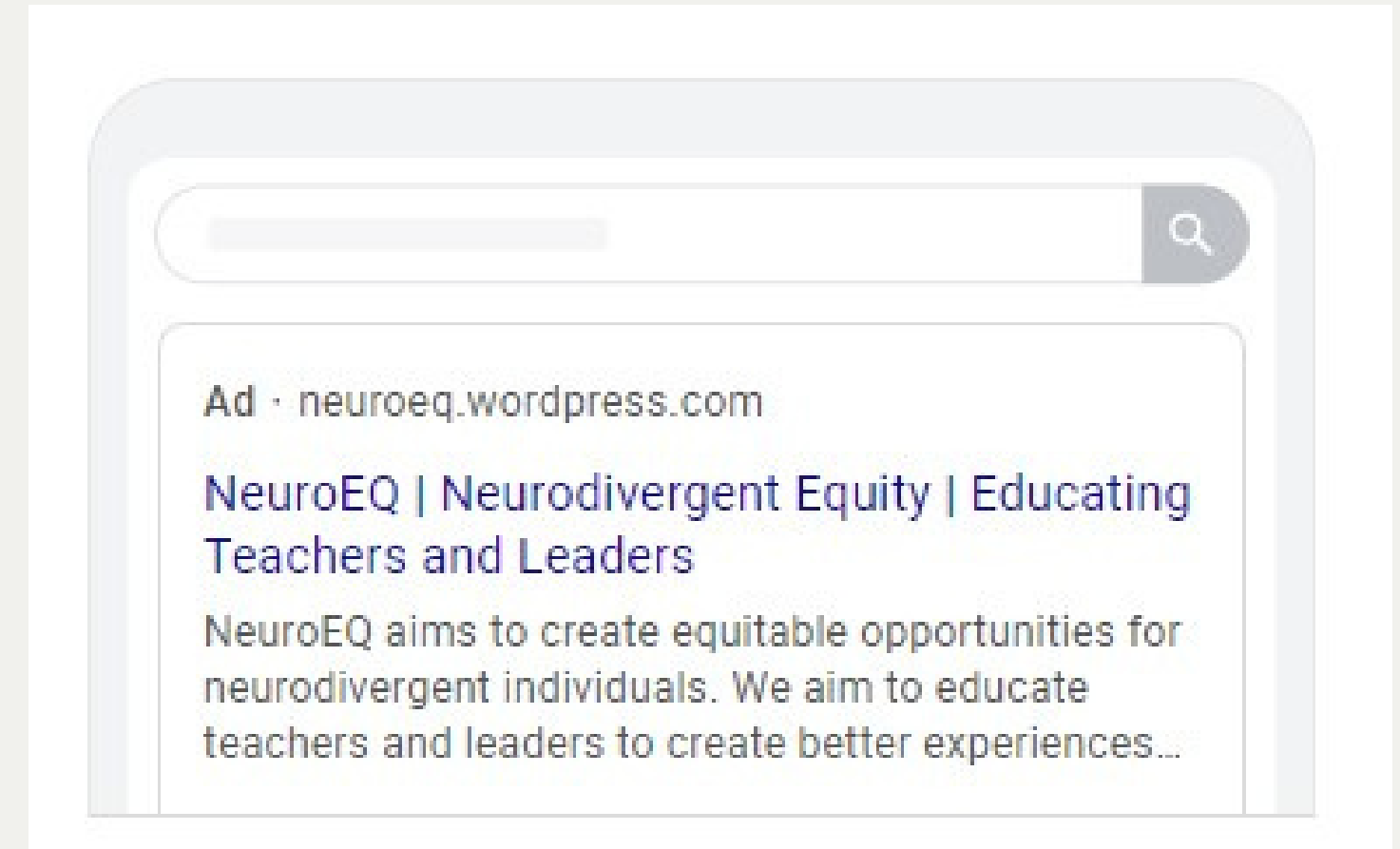
What would neurodiversity training & accommodations in the workplace look like?

Neurodiversity training would give employers and company leaders the knowledge and tools to work better with neurodivergent employees. Accommodations may include:

- Text-to-audio softwares
- Grammar/text correction tools
- Quiet work spaces
- Noise cancelling headphones
- Off-white colored paper for printing
- Freedom to edit documents for formatting
- Extra time for projects

The Budget

- Marketing - \$16 / Day
 - Google Display Ads - \$3 per day
 - Google Search Ads - \$13 per day
- WordPress Premium - \$8 / Month
- Print Materials - \$3000
 - Fact Sheets
 - Lesson Plan Packets
 - Parent Resources Packets
- Adobe Creative Cloud - \$55 / Month
- Travel Expenses - \$3000
 - Gas Expenses
 - Hotel Stays
 - Air Fare and Taxi Service
- Grammarly - \$15 / Month / Person
- Speechify Professional Plan - \$239 / Year



Timeline

June 2023

Determine DEI initiative to focus on
Create company and overall mission and strategy

July 2023

Conduct Secondary Analysis (S.W.O.T)
Conduct Content Analysis
Develop and implement Social Media Strategy
Create Press Release and Fact Sheet
Launch Website and Blog

August 2023

Develop Media List and Email Pitch
Create Memo
Create advertisements
Continue Social media Strategy
Research and create resource packet for parents

September 2023

Begin to work with local stakeholders on events
Send letters and organizational content to local legislators
Reach out to school boards with NeuroEQ materials

October 2023

Reach out to event speakers
Send media outlets press materials
Press interview & event coaching
Publish new blog post

November 2023

Finalize event details
Send event invitations to all stakeholders and the media
Host event and make live posts
Monitor feedback and media outlets
Evaluate campaign

Evaluation

We will evaluate the success of our campaign based on the following:

- **The ability to meet our stated goals:**
 - Partner with at least 3 schools
 - Collect 500 signatures advocating for NeuroEQ to be implemented in communities
 - Provide free workshops to 50 companies/managers
 - Implement detail neurodiversity training in 10 companies
 - Raise \$25,000 in funding for local health centers
 - Provide information to 15 schools, 30 employers, and 20 health centers within six months
- **News coverage of NeuroEQ (I.e. featured articles, press release coverage, interviews)**
- **Increasing digital metrics (I.e. website traffic, social media metrics, blog shares)**

Key Recommendations

- 1** Conduct more studies with neurodivergent adults
- 2** Present NeuroEQ's mission to state representatives to stress the importance of our resources
- 3** Examine each community and identify which ones need the most help with neurodivergent resources
- 4** Create a list of prospective speakers for events and highlights
- 5** Implement an annual report to update stakeholders and present yearly goals and successes
- 6** Create a monthly newsletter to send information to stakeholders, and develop social media calendars/plans

Final Notes



Sources

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Child Mind, How Schools Can Support Neurodivergent Students:
<https://childmind.org/article/how-schools-can-support-neurodiverse-students/>

AIB Insights, Neurodiversity, Equity, and Inclusion in MNCs:
<https://insights.aib.world/article/34627-neurodiversity-equity-and-inclusion-in-mnacs>

****Please refer to content analysis document for full list****



NEUROEQ.

Educators & leaders for neurodivergent equity