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# **Neurodiversity in Wholesaling Training**

# Today's Agenda

## Morning Session (9:30 to 12:30)

9:30-10:25 - What is neurodiversity and why is it important?

10:35-11:25 - Building Neuroinclusion in Hiring and Recruitment

11:35-12:30 - Onboarding and Early Support Structures

## 12:30-1:30 - Lunch

## Afternoon Session (12:30 to 1:30)

1:30-2:25 - Neuroinclusive Communication Tools

2:35-3:25 - Supporting Neuroinclusive Performance

3:35-4:15 - Retention and Career Development

4:15-4:30 - Discussion and Implementation Plan



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# What is Neurodiversity?

- Umbrella term for differences in thinking
- Key terms:
  - Neurodivergent
  - Neurodiversity
  - Neurotypical
- Terms are on a spectrum and overlap
- Distinct from intelligence
- No diagnosis needed



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# Medical Model

vs

# Social Model



The person is disabled by the abnormalities and deficits of their own body and/or brain.



Disabled people are broken, abnormal, or damaged versions of human being and should be fixed, cured, and/or prevented.



Since the disabled person's impairments prevent them from functioning normally, they need caregivers and professionals to make decisions for them. The disabled person is an object of charity and receiver of help.



The person is disabled by their environment and its physical, attitudinal, communication, and social barriers.



Disabled people are normal, valid varieties of human being and should have equal rights and access to society, just as they are.



Since the disabled person is inherently equal, they have a right to autonomy, choice, and free and informed consent in their own lives.

## Dyslexia

- Affects an estimated 10% of the UK population
- Classed as a 'specific learning difference'
- Impacts spelling, grammar, reading aloud, processing written information, following directions, and remembering sequential information
- Does not impact intelligence

## Dyscalculia

- Affects an estimated 6% of the UK population
- 60% of individuals with dyslexia will have difficulties with maths
- Less researched than dyslexia
- Understood to be issues around mathematics, such as manipulating numbers, mental calculations, and retaining strings of numbers



## **Dyspraxia/Developmental Coordination Disorder (DCD)**

- Affects an estimated 5% of the UK population
- Very under-researched
- Difficulties with physical movements
- Impacts gross motor control: balance, spatial awareness, picking up and holding objects - labelled as 'clumsy'
- Impacts fine motor control: holding and using a pen or pencil, handwriting, small 'fiddly' tasks like doing up buttons and shoelaces.

## **Attention Deficit Hyperactivity Disorder (ADHD)**

- Affects an estimated 3-4% of UK adults, although the figure is thought by many to be much higher
- Begins in childhood and persists into adulthood
- Affects both men and women
- Difficulties with executive functioning (time management, working memory, holding and shifting attention)
- Impacts task initiation, task prioritisation, and task completion

## Autism Spectrum Disorder (ASD)

- Affects an estimated 1% of the UK population
- Impacts social skills and can have rigid, repetitive behaviour.
- Impacts adherence to social norms, sensory processing, and adapting to change.  
Can be linked with anxiety and burnout
- Because it's a spectrum, it presents differently



# Terminology around neurodiverse experience

- Masking
- Sensory overload
- Overstimulation
- Self-regulation
- Hypo-sensitive/Hyper-sensitive





# Principles of Neuroinclusive Management

- Common challenges:
  - Executive Functioning
  - Working Memory
  - Shifting Attention
  - Heightened sensitivity
  - Masking
  - Social interaction
  - Unwritten rules
  - Change



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# Key Principle: Sensory Considerations

- **Lighting**
- **Sound**
- **Smell**
- **Space**



# Myths and Misconceptions

What are some myths/misconceptions you have heard about neurodivergent people, or neurodiversity in general?



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# Three reasons to care about neurodiversity in wholesaling

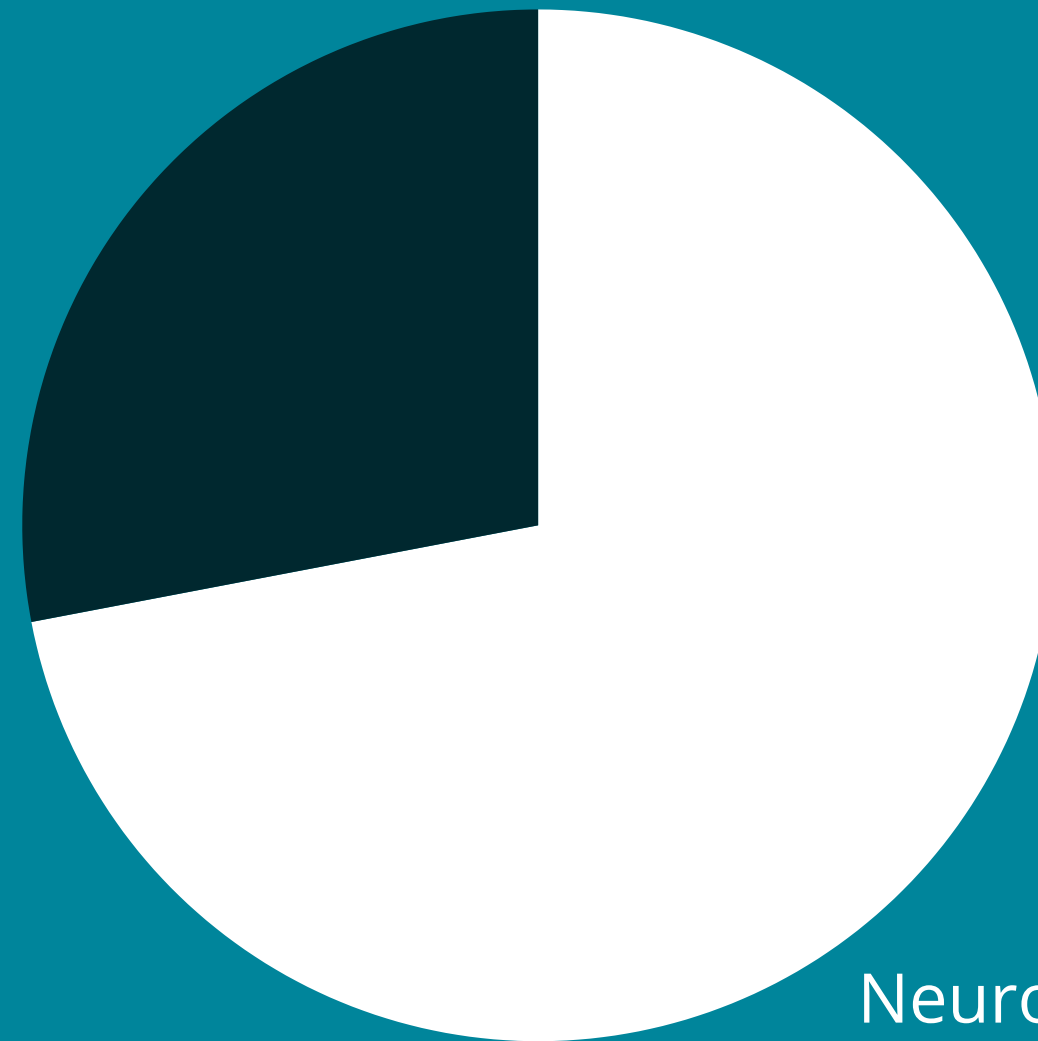
- **Moral**
- **Legal**
- **Profit**



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# Neuroinclusion improves hiring

Neurodivergent talent  
28%

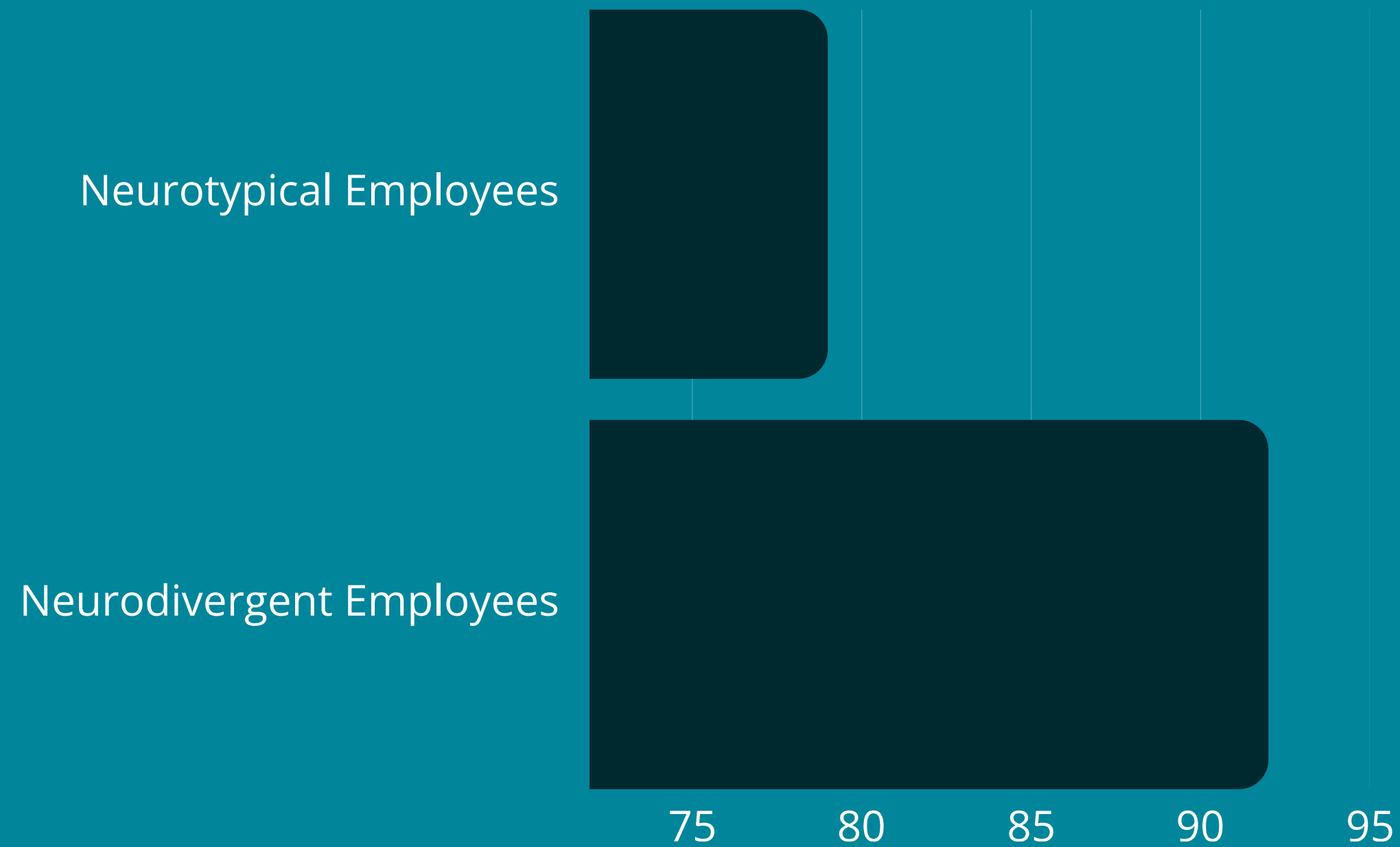


Neurotypical talent  
72%



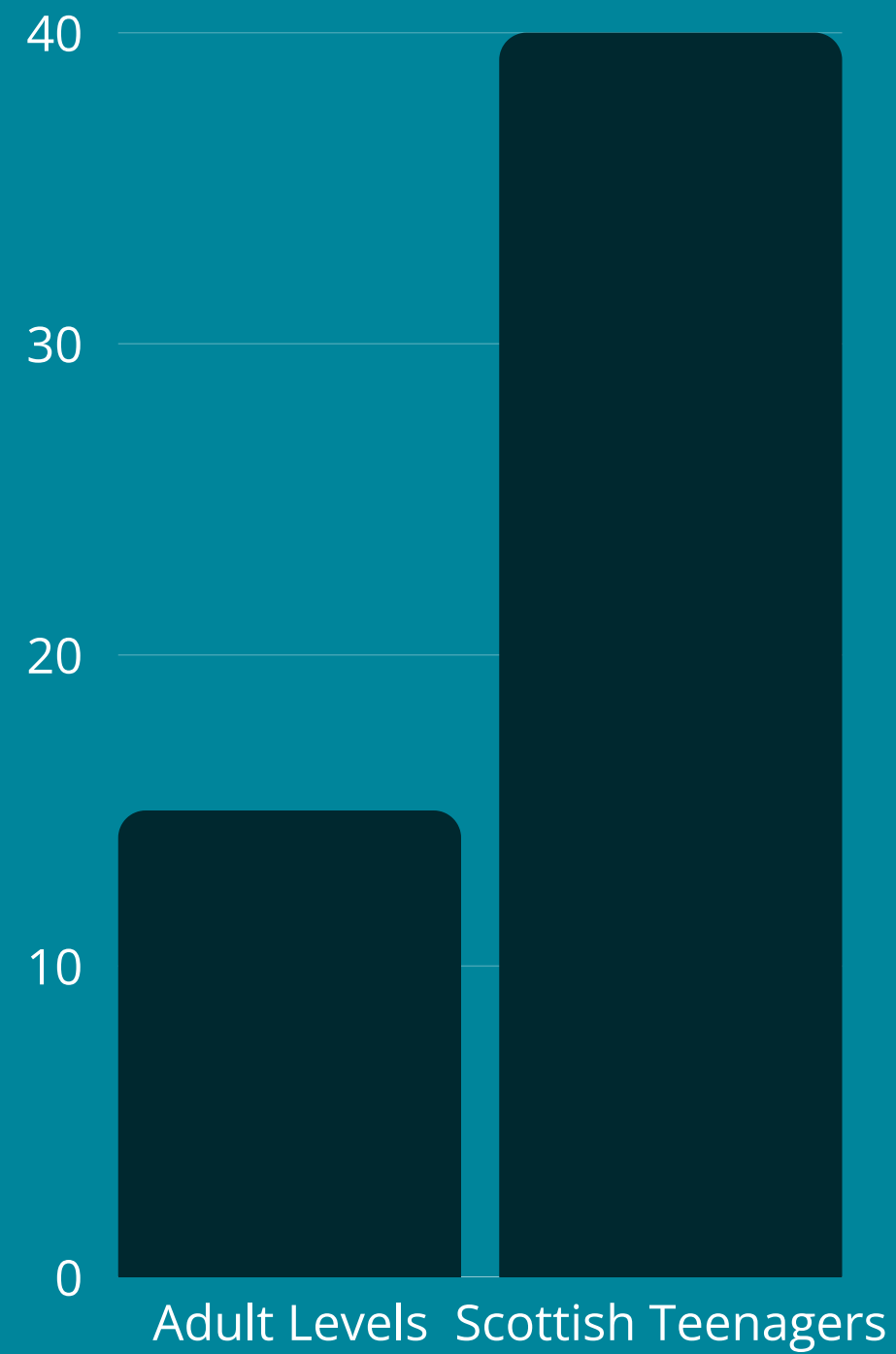
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# Neuroinclusion improves retention



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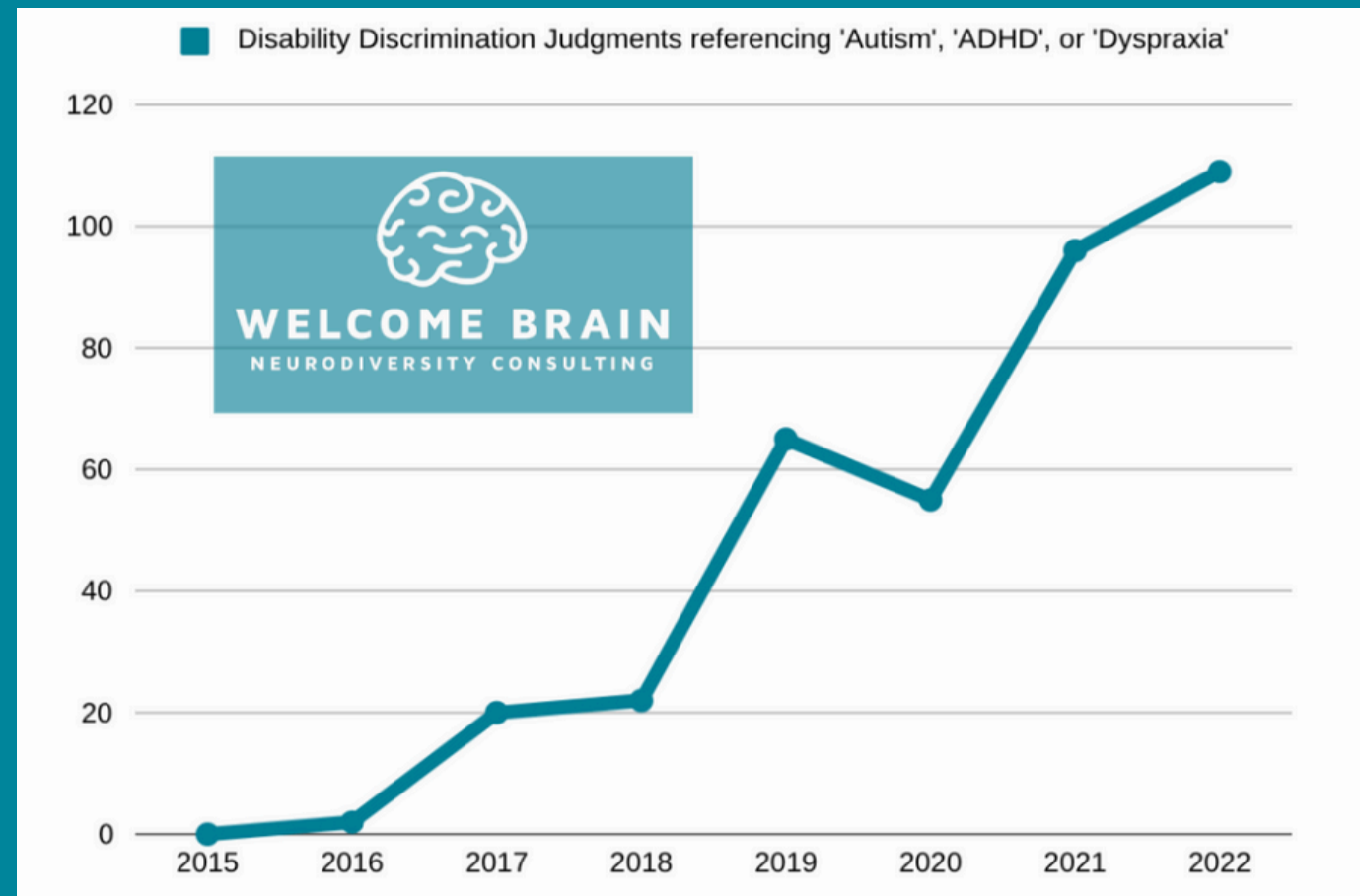
# Neuroinclusion is the future



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# Legal Responsibilities

- Equality Act (2010)
- Protected Characteristic
  - A person (P) has a disability if:
    - a) P has a physical or mental impairment, and
    - b) The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities
- No diagnosis required!
- Preventing discrimination:
  - Communicate clearly
  - Ask and don't assume
  - Document decisions
  - Be empathetic





# Cognitive Break (10 mins)



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# **Inclusive Recruitment Part 1: Attracting Candidates**

## **Understanding Common Challenges in Job Postings:**

- **Overwhelming or unclear structure**
- **Ambiguous or subjective requirements**
- **Sensory and environmental assumptions**
- **Hidden processing barriers**
- **Tone and representation**
- **Visual and Formatting Barriers**



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# Neuroinclusive Job Postings - how to do it!

- **Keep language clear, structured, and concrete**
- **Focus on skills and tasks, not personality traits**
- **Distinguish essential vs. desirable criteria**
- **Offer and invite adjustments or flexibility**
- **Make the application process accessible**
- **Use a welcoming, inclusive tone**
- **Include a brief neuroinclusion statement**



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# Neuroinclusive Job Postings - your turn!

We're looking for an energetic, detail-orientated self-starter who thrives in a fast-paced environment. You'll need to juggle multiple priorities, manage competing deadlines, and keep a positive attitude under pressure. The ideal candidate will have excellent communication skills, be comfortable presenting to large groups, and enjoy working as part of a dynamic team. You'll need to be highly organised, adaptable, and able to "hit the ground running" from day one. We're after someone who doesn't need much direction, can think on their feet, and consistently goes above and beyond expectations.



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# Inclusive Recruitment Part 2: The Hiring Process



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[Watch video on YouTube](#)

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# Neuroinclusive Interviews - Your Turn!



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**Cognitive Break (10 mins)**

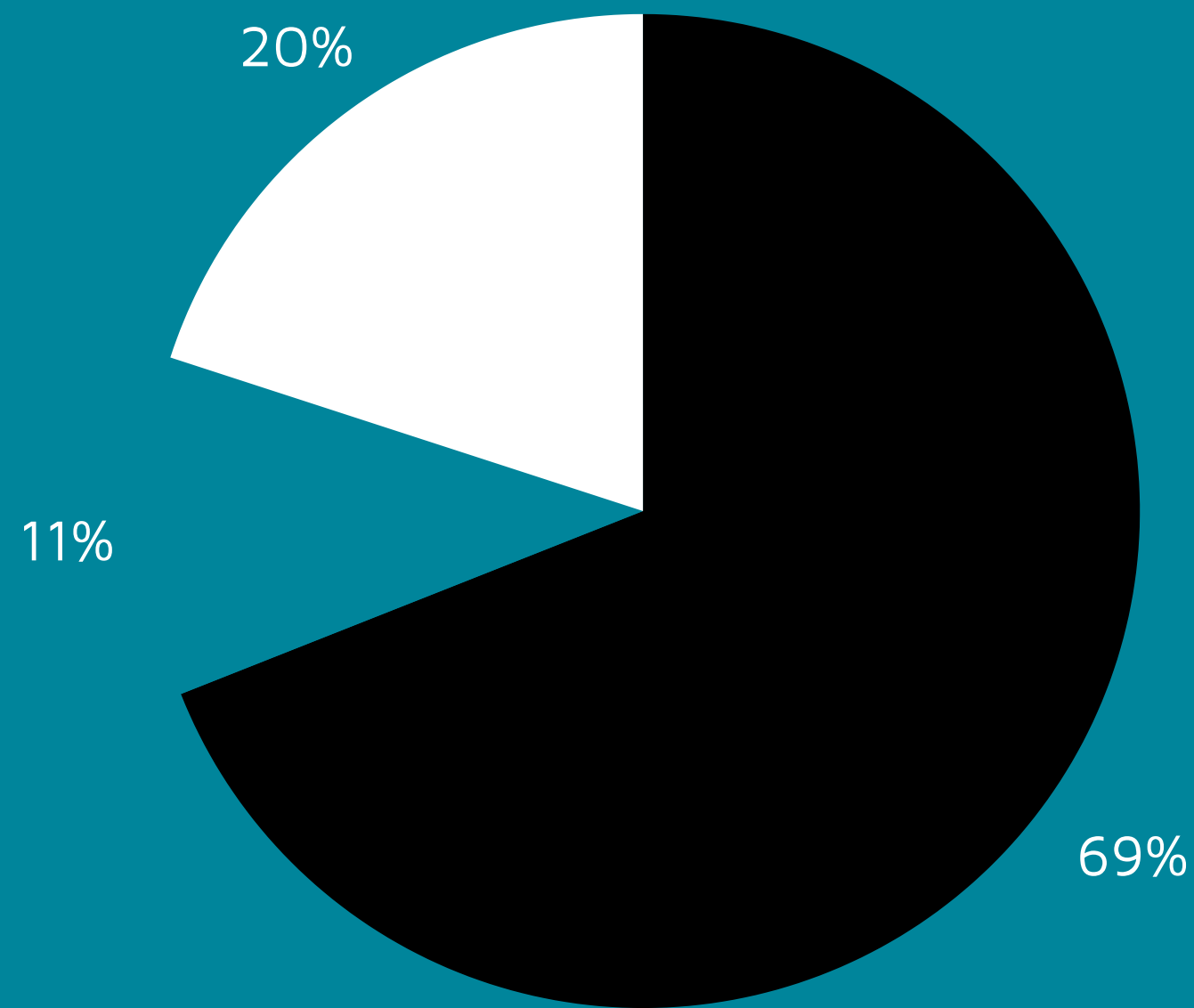


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# Onboarding and early support

- Why does onboarding matter so much?



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# First impressions matter!



70% of employees decide in the first month whether a job is right for them  
- many within the first week



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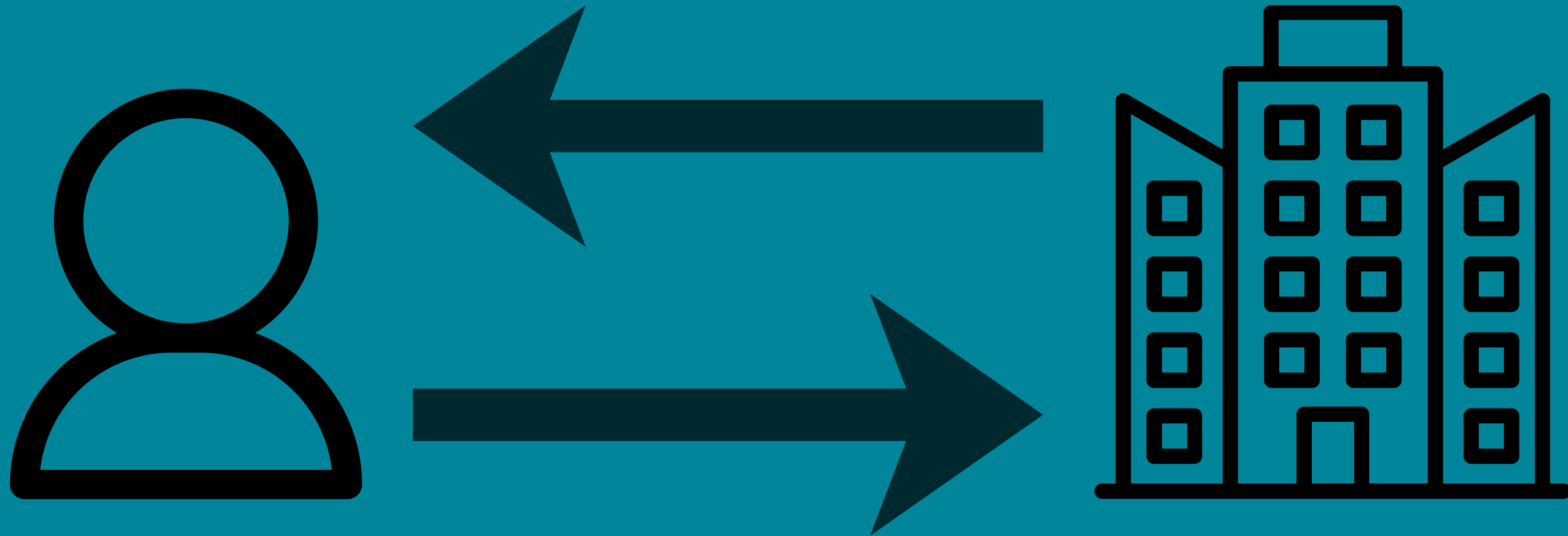
# Strategies for neuroinclusive onboarding

- Clarity & predictability
- Buddy systems
- Sensory awareness
- Communication preferences
- Gradual build-up
- Early feedback loops



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# Information you need to collate



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**Lunch Break (1 hour)**



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# Key Principle: Clarity in Communication

- **Be direct and concrete**
- **Chunk information**
- **Check for understanding**
- **Offer information in multiple formats**
- **Be predictable and consistent**



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# Clarity in Practice

“Once you’ve settled in, we’ll kick things off in a jiffy with a quick icebreaker, and then we’ll get the ball rolling on the main agenda.”

VS

“First, please take your seat. Next, we will start with a short introduction activity. After that, we will move to the main agenda.”



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# Your turn!

Can you communicate clearly?



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# Communicating Across the Neurodiversity Boundary

Simple origami project



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# Communicating within Teams

1. Belonging Without Sameness
2. Predictability Builds Trust
3. Clarity Prevents Conflict
4. Feedback, Not Friction
5. Psychological Safety Over Social Pressure



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# Cognitive Break (10 mins)



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# Supporting Performance: Feedback

ND people experience feedback in different ways:

- Ambiguity and indirectness
- Tone sensitivity
- Delayed feedback
- Processing time
- Public feedback
- Fear of failure or rejection sensitivity
- Mismatch in communication style



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# Giving CLEAR feedback

**C – Context:** Describe specifically what you observed.

“Yesterday’s order picking”.

**L – Label the behaviour:** Be detailed about the action, not personal.

“The labels weren’t updated”.

**E – Explain the impact:** Link it to outcome or safety

“That caused confusion at dispatch”

**A – Ask for input:** Invite perspective

“Was something unclear about the process?”

**R – Reset and reinforce:** Agree next steps and encourage – be productive!

“Let’s both check the labels at handover tomorrow”



# **Supporting Performance: Part 2**

## **When someone is struggling**



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# Recognising Signs of Distress

- **Withdrawal**
- **Overstimulation**
- **Visible anxiety**
- **Frustration or irritability**
- **Physical signs**



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# The 5 Rs of Providing Support

- **Neurodiversity First Responder Training**
- **The 5Rs**
  - **Recognise**
  - **Respond**
  - **Remove**
  - **Relax**
  - **Reintroduce**



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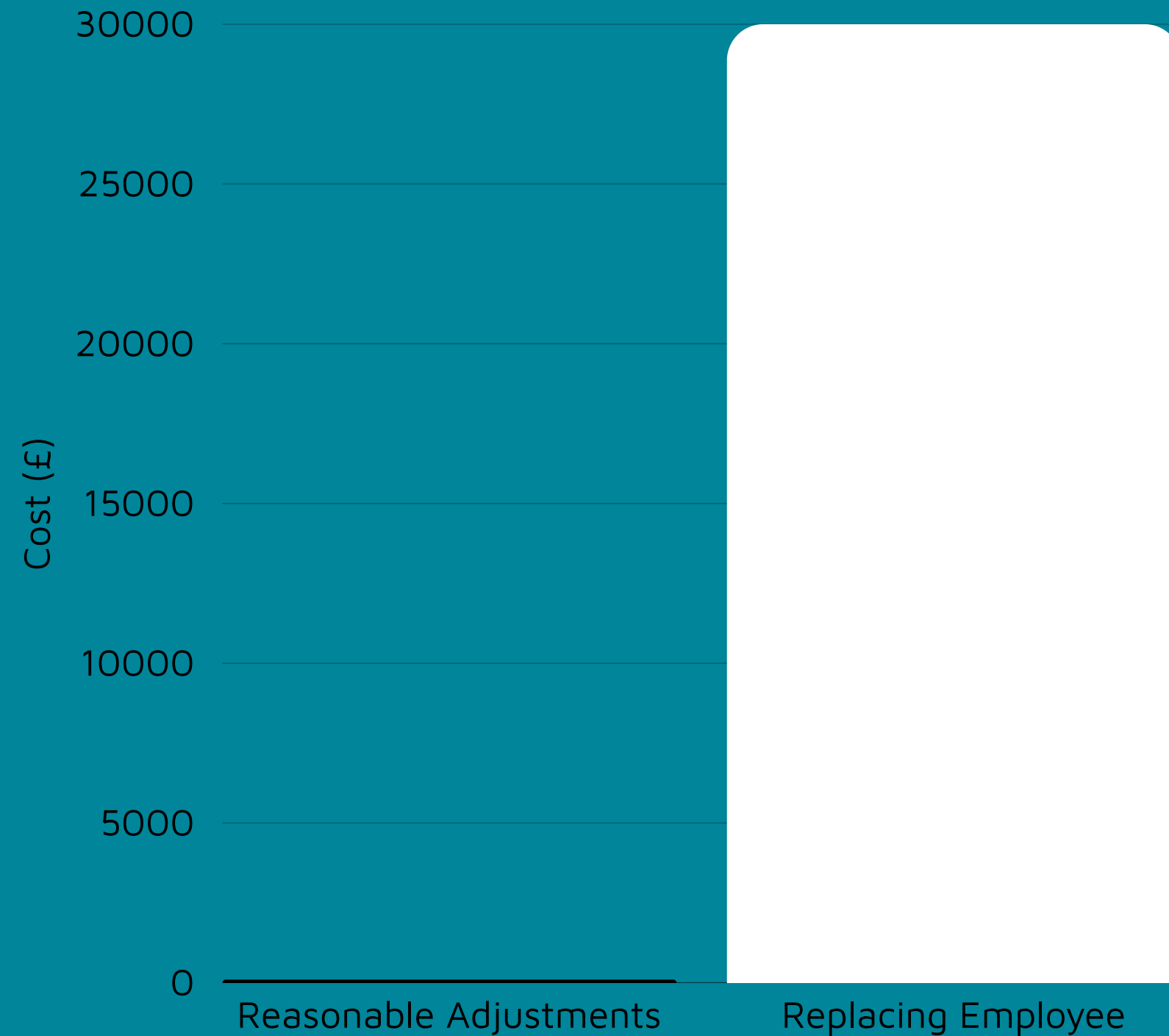


# Cognitive Break (10 mins)



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# Retention and Career Development



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# Why do employees leave?

- “42% of voluntary leavers say their manager or org could have prevented their exit.”
- “51% of neurodivergent employees say they have or want to quit because they feel unsupported.”
- “62% of neurodivergent employees would leave for an employer with more inclusive benefits.”
- “Organisations with strong neurodiversity supports report ~90% retention for neurodivergent hires.”



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# What helps neurodivergent employees...

Stay in a role

Grow in a role



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# Action Planning Exercise

**What pilot project could you run in your organisation in the next month?**



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# Any questions?



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