THE RESILIENT KID PODCAST

Season 4 – Episode 9

Sensory Profiles Inside & Outside The Classroom with Helen Daniels

Ashley: What if I said to you that this podcast could really change your child's life? Welcome to the Resilient Kid podcast with Helen Daniels and me, Ashley Costello, founder of the Resilient Kid. Hello and welcome to our lovely guest, Helen. Hi, how are you?

Helene: Hi, I'm really good. Thank you so much for having me on.

I'm so excited for this conversation.

Ashley: You are more than welcome and we are excited and I'll tell you why because we were just having the usual Hi, how are you chat before we hit record and just as I was about to press the button Helen said I think we need to talk about business and I was like Here we go And I'm going to be honest, listeners.

So most of the professionals I come into contact with talk about resilience, but they talk about it as in, you've got to go through trauma. You've got to go through adversity and that makes you resilient. Like you pull up your socks and you get on with it. And all the listeners, regular listeners will know I'm on about building it ahead, future proofing our kids.

And so, Obviously I want to record the lovely podcast with Helen, but um, I was like, oh, okay. And she is so on the same page as me, absolutely 100 percent and I love it. So you are in for a treat, pin your ears back. So Helen, um, we first met at the Big Festoon, didn't we? Danny Wallace's big event. And I was on Flight Squad and you were up on that stage, which was amazing.

How was that experience for you?

Helene: It was absolutely fantastic. Um, I'll be honest, I am a late diagnosed neurodivergent adult myself, so I have autistic and ADHD traits. So it has been a journey getting to the point where I could get up on that stage. But the message I am bringing It's so important that I needed to train with Danny to get up on that stage and the response, I mean, a standing ovation, people crying, people telling me their stories of neurodivergence afterwards.

I mean, it couldn't have gone any better and I have also now spoken at the National Education Union leadership event and various other things and it's just, um, it's so exciting to be following this path now. of public speaking around neurodivergence. So yeah, it was amazing. And when we spoke as well. We were both so excited because you were like, oh, my TEDx talk was on education and all the issues with education.

I was like, yes.

Ashley: Yeah. And it was, it was so lovely to see you blossom on that stage and you really did come alive. So being part of the flight squad is like being part of the back end of a massive event. And, you're there obviously to help people and you're there to bring the energy and things like that, but you also get a real glimpse into the backstage and I could see you and I could see that you was a little bit nervous.

You know, this was a big opportunity for you to spread that this very important message, but actually, you nailed it. You really did nail it. Um, and there was lots of speakers, uh, those two days and. I just made a beeline for you at the end of, of the, after dinner drinks, things after when it's finished, after event party.

And I made a beeline because I was like, we talk the same language. We absolutely do. So it was so amazing. So tell us a little bit, , Helen, about, so it's really interesting what you said there is that you as a late diagnose. I said to you before that we started recording, I would say 75 percent of my clients now have neurodivergent traits for sure.

But one of the big conversations that I'm having when I'm sat with parents, because I'm not a clinician, I don't diagnose, but obviously 25 years in this game, I absolutely, you know, can say traits and can give a clear idea of what the next steps are. And Often I will have conversations with parents and they'll say.

But I do that, but I, but, but I thought they'd just got that off me or I thought they were just copying me and it's really interesting, from family members to, to literally, um, parents of clients. So tell me what, if, if you don't mind sharing, what was it that you thought?

And I maybe need to look into this a little bit more.

Helene: So, , I am myself an ex-teacher, so when I was in the classroom with , children and young people, I really got neurodivergent children in the classroom and I noticed that they weren't being well served in the classroom. And I was, , I was so, , drawn to the fact that, hold on, I had these same challenges when I was a child.

And then, when I had my own children and other children in my family, and I noticed them picking up different styles of learning, to the style of learning that I had learnt in teacher training. So I was like, well these children are not learning the way that, is taught in teacher training and they are picking up on patterns of learning that are completely different to the way I was trained that they should, should be developing.

And then I went and did my autism masters and it was during my masters where I was saying, oh, there are children in my family that are neurodivergent and, um, the more we talked about it, the more we talked about education, and the more we talked about how I found education just grated up against my profile and about the social constructs that we sit within, the more I went, well, this is 100 percent me.

This is me. This is how I experience life. And then, um, someone called Joe James, he's, uh, Jordan, he's named Jordan James now. He's an autistic photographer. He came and gave a talk. And he talked about noticing poetic patterns and visual patterns and noticing the world around him in this way that I have, but not homing in on those detailed things like grammar, spelling, punctuation, things that are taught in school as staples.

And I was like, well, well, I'm neurodivergent a hundred percent,

you know,

Ashley: And that, do you know what, that is so cool. And you're, you know, and I'm, I'm not, I don't want to dismiss that there must be hard days or hard, you

know, you've had hard days, but, but the fact that You've gone, yeah, a hundred percent that's me. Like, I love that. I love that embracing of it. Um, I want, you talked about profiles there, and I really want to get into that with you because I just think it's amazing and I can't, I cannot literally wait until see how you go with this. What, just let's bring it back to basics because you know, lots of the listeners will have listened to my TEDx.

They know, you know, I asked the question, is education broken? And. The answer is always yes, it is, of course, but let's just set the scene a little minute because I think what we don't realize is the six and seven hours every day that our kids spend in school, whether it's primary or secondary, it fits a very archaic system where we used to get kids ready for factories where they had to sit down for such a long time where they had to do monotonous tasks for a long time because that's what a lot of them would be going on to do and we still sit at a at a seat for hours at a time or on the carpet for hours at a time.

Our play time is getting less and less where we need to move and, and we need to give ourselves that brain break. We are asking our kids to sit and work on concepts that are being given to them. And teachers given the same concepts year in, year out, where they have to learn certain things like spellings, grammar, things like that, that you're talking about, and subjects that the best will in the world, the most amazing teacher, and I'm, you know, you used to be a teacher, I used to be a teacher, can be really, really boring, and not address those different learning needs and we're not just talking about, um, you know, neurodivergent kids, or kids who learn differently. You know, we're talking about every kid. I know I have the wright to get my, if I am at a talk or anything that I've got to learn, I've got to write it down.

And the reason being is because I'm quite a kinesthetic learner, but the classroom didn't provide that for me, unless there was a science experiment, which let's face that, that's once every six months, or unless there was something that we were practically doing, I adapted my kinesthetic learning to writing, writing everything down, you know, and even if I never opened it again, it meant that it went in a little bit more because I was doing something with that learning.

So that's kind of where we're at. And if you're a parent who has not gone to share the learn lately, if you've not visited a classroom set up lately, if you get the opportunity, go. Because our kids, how are they not banging their heads against the

wall nine times out of ten days, I don't know. Because it is set up in such an old-fashioned way, such an archaic system.

And this is a country that prides themselves on education. This is a country that attracts other, um, you know, people, global students because of our education system. But it is failing our kids. So Helen, tell us a little bit more around this.

Helene: Okay,

so with regards to neurodivergence, we have thought about autistic and ADHD profiles.

So with autistic profiles, we have thought about behaviors. We have looked at it from the outside and gone in. So we've said, this is the trait, this is how we change it to be more typical. And the issue with that is, we're not looking at how that trait is serving that child. And if you change the way we think about neurodivergent and look at it from the inside out, so

look at autistic advocates who talk about how it feels to be autistic, how they experience the world.

One of the main conversations is around sensory divergence, around the way they access the world through their sensory system. Now, I talk about the fact that neurodivergent children experience the sensory world differently from birth, lots of neurodivergent children. There are children and there is research to show that adults who are autistic can experience more sensory input through some of their senses.

At the moment we think of it as being a filtering difference, or it's called a sensory issue. I'm saying they have; they are experiencing more input. So say we look at the auditory system. This is often for autistic children. They experience more input through their sense of hearing. And if you think about a baby experiencing more sensory input through their sense of hearing, they are hearing birds, they're hearing aeroplanes, they're hearing, um, noises all around them, and then they're not sleeping.

And we're giving them that parent, we're giving them a typical target for sleep and saying, well, they should be able to sleep at this age, but not thinking about the sensory profile. And we're doing the same with every single target because every

single target from birth. It's based on non-neurodivergent development, and that goes all the way into school.

In school, the way non neurodivergent children learn is not kinesthetic, as you did, and not necessarily visual, as lots of autistic children do, or, or, say, through detail pattern spotting. So, the majority of children can home in to what a teacher is saying. They can home in to the PowerPoint, and they can memorise all of that information, and they can regurgitate that, if you like, into a test, okay?

And if you have your neurodivergent children, who have picked up different patterns of learning, so they've picked up visual patterns, and they think in visuals, and they memorise and visualise. Or like with yourself, it has to be a kinesthetic element for you to embed that. They are not being served by our education system.

I was not served by our education system because the way I process information is to talk it through. And how many opportunities do we have in a classroom to talk things through? We're told to be quiet. I also, because ADHD and autistic children have this difference of taking in sensory information, so I am more of a multi-sensory processor.

So I need to take in multiple sensory information in order to understand what's happening. So I need a visual, and I need an auditory, and I need to be doing something with my hands as well. So I need a lot of input. in order to access that information. And we have busier brains for that reason. So whether you're monotropic, which is more often on the autistic side, or you're hyperpolytropic, which is more on the ADHD side, where you've got multiple senses taking in information, and monotropic is more singular sensory, our busier brains mean we need to move our bodies more and we do not give that opportunity in classrooms either.

So your neurodivergent children are sitting in those classrooms. Not being served by the information that's being given to them, not being served by the way we organize schooling. And we are asking them to reach targets that are not based around their profile.

Ashley: And I think you really did an amazing, um, kind of a little experiment with the crowd, with the audience at, um, the Big Festoon event where I seen you speak.

, Because that just really got the point over. So just explain to the listeners what you got us as your audience to do. To kind of explain it, to, to give an example of that multi-sensory. But that, and you, I think you just did it from an auditory point of view, didn't you? But yeah, just give it, tell, tell us, , tell the listeners what you did there.

Cause that, I think was brilliant.

Helene: So when I talk about auditory sensory abundance, I am explaining how it is in the classroom when a child comes into the classroom. And so I got the audience, , one side of the room I said can you shuffle some papers over there, another side I got them to knock on the table, at the back I got them to shuffle their feet, and so everyone's making noise, and I call this the conference effect.

So a child who experiences sensory abundance, they're hearing this moreness. They're trying to focus on what the teacher is saying. And all of this noise is going on. And I said to the people in the middle, I said, can you hear what I'm saying really easily? Is everything around you distracting you? This is how lots of neurodivergent children experience the classroom, and we're expecting them to interact with that lesson in the same way as a child that isn't experiencing that sensory abundance.

So I was like, they can hear the wires buzzing, they can hear the birds singing, they can hear the children in the hallway, they can hear next door what's going on in the classroom next door. This is not talked about nearly enough. We are not thinking about the fact that these children are experiencing the world so, so differently and they then sit in the classroom thinking, well why can't I focus like the child next to me?

Why am I finding it so difficult? Why can't I concentrate? You know, and it's, it's been sad that we're not talking about this more.

Ashley: Absolutely, and I think, you know, there's a couple of things there. One, you know, we're only talking about auditory, you know, we're not talking about the very colourful displays that we get in classrooms, you know, which look great if you've got visitors, but if we're talking about our children being ready to learn, we have to be aware of those.

Kind of things, aren't we? You know, things like that, the way that we make them sit in a certain position, not move their body and, and stuff like that. I think it's so important to open and, and to have this conversation, particularly around educators, um, because. You know, what we're asking is, we're asking them to fit into a, an old system that actually doesn't really serve any children, let alone those who are neurodivergent, who might have these extra, actually extra special qualities, really, you know, I don't want to talk about, you know, there's lots of like, oh, it's a superpower, there's lots of that stuff banded around at the minute.

But actually you think of that photographer, how does that serve that photographer? Well, you know, and I think the fact that you're, you know, the traits that you're talking about really help you do your job better. Um, but I think actually. We are not setting up this, we're expecting everybody to bend and come into this system that is broken anyway.

So, Helen, you and I, before we started talking, started talking about resilience and as most people know, for me it's very much around building those resilient blocks, building those skills beforehand. How do you see us learning those skills? That resilience. How will that help those kids in the classroom?

Helene: So one of the things that is really important to understand is we've made education narrower and narrower. So we teach to tests now that are based on English and maths mostly. And other subjects, as you said, if your profile sits outside and you're going to be a photographer, or you're going to be a teacher, a carer, any of those things, we are not serving any of those children now.

They are all falling outside of this requirement. And They are feeling like they're failing in our education system because we're not valuing their learning profile and their skill sets. And so what that creates is an inequitable situation. So we're not coming at this from a social model which says We changed the environment in order to support the person.

So you and I found, uh, being a teacher extremely challenging because of the system, not because we're not good teachers. I was an awesome teacher. We can, we built in as many skills as we could to be resilient in that situation, but it was untenable because the structure we were in and the expectations put on us were outside of.

What is appropriate for a human being? My personal opinion. Absolutely. And we stepped out of it. And we stepped out of it. But what we're saying to our children is, no, you can't step out of it. It's, it's untenable for you. And this situation is. Not okay, but this is what you have to deal with at the moment and this is what you have to stay in.

And so it's really important for those children who are in that system that we give them the coping mechanisms, which is basically what we're doing. We're giving them coping mechanisms and if we give them those skills, then We also need to be changing the education system to support them moving forwards in an equitable system and those resilience skills will still be amazing.

Those mindfulness skills and they've, so it's a two pronged, I don't want to say attack, but it's two ways that we need to be changing things. We need to be supporting their ability to understand themselves, but we also desperately need to change the education system. They're not having to deal with this untenable situation day in, day out.

Ashley: And I think, you know, I sit here as a, as a therapist, as a. therapist and those, you know, I've said it before, my, my client base used to be, and I think it's a really good snapshot of where we're at as a society is, is looking at my, you know, when I look at my client list. And it used to be a third primary, a third secondary, and a third older students and a few adults sprinkled in depending on, you know, what was going on.

I would say now two thirds of my clients are primary and that scares me to death. It's, you know, we're now talking that one in five kids struggle with their mental health. And for me, I feel like you and I are educated, you know, we're aware, we're doing the work, Helen, and yet we're talking about teaching kids coping mechanisms for school.

Like, for me, that like blows my mind, doesn't it? You know, I just think, how, how? Why should we be, you know, why are we in this position? And we can, you know, we can go down the political route and stuff like that. But I think you're absolutely right. We need to change the, you know, we need to change the environment that school is taught in.

Because we're making, and when I say this, I don't say it lightly. We as parents, as educators are making our kids struggle through this because we are not asking for

change. You know, we're not asking for change loud enough. And I think, and we're making, go on.

Helene: Sorry. And I think that often when you are in the system, me, having been in the teaching system, you are not as aware when you are in it.

Because you're just fighting fires and parents are trying their hardest to fit into this. Now I've stepped out of it and I look at a lot of the home education settings that are available and, and popping up all over the place that are child led, that are Amelia Reggiani structured, that are, you know, just beautiful examples of other ways we could teach.

It gives me heart and hope because I'm like, there are people out there changing things, but at the moment the majority still sit inside this system that, um, is a, it's a, it's a juggernaut to change it. You know,

Ashley: it absolutely is. And, you know, I think you're right about the teachers and I, and I, my heart goes out to teachers, those who are still in it year after year, you know, I've got friends who've been teaching for 25 years and they're amazing, you know, they're absolutely amazing, but I can see, you know, coming towards the end of.

A term or the end of, you know, the summer term, particularly when they are stressed out. But and I think that's the thing is that we're asking our kids to go into a stressful environment, whether they have neurodivergent qualities or not. So, because you and I could sit here all day and we could, we could go, this is wrong and this is wrong, you know, and, and there's lots of things.

I have a little list on my wall of all the things I'd like to change in education. And one of them is like changing the start time for secondary. Getting breakfast in school, all things like that. There's lots of small changes that we could do, but also big changes. And what you're saying is absolutely right.

It is a juggernaut to move this. What can we do as parents or educators that would help kids who, who have profiles different than what its education system is set up for. How, how can we help those kids?

Helene: So there's, there's one thing that you talked about before as well is saying to children, this isn't a failure.

This is a learning. So the fact that you're not getting this at this moment in time, this is a learning and building those, that understanding that everything, you know, we are taught in business, you fail forward. Because everything that you do is a learning step, making them understand that in this day and age, exams are not the be all and end all, because they really aren't.

We have knowledge everywhere, so you can do it any old time. But also, asking schools to build in that movement that lots of our children need. There's really simple things that you can do. I talk about it like table drumming, And, um, just getting up and having some movement, like having a little wake and shake movement for primary and things like that, asking for that to be put in place.

And then on top of that, asking for multi-sensory resources. So, asking the teachers to understand that some of our children need that kinesthetic element in their, in their lesson to embed. They might learn this better from a video input, even though that doesn't feel appropriate sometimes when you're a teacher.

Actually, some children learn better with a video input with subtitles, they just do . So it's having those conversations about sensory profiles, and I talk about a lot of the things we can put in place at the end of my book. So there's quite a long section at the end of my book that talks about some of the things we could put in place in classrooms.

But more than anything, parents validating their children's experiences and saying, you You know what? You're right. This is, what you're going through is really challenging, and let's think of some strategies that we can put in place, which are the kind of things that you teach, um, to help you with the challenging time that you're going through.

Ashley: Yeah, and I think, I think you're so right. So, I spoke to, , A guy a couple of weeks ago and he's coming on the podcast and his company, , and this was, this was because I was researching for a neurodivergent client and his company, , is orienteering. And they set up posts outside of school and they do an orienteering, but it's all linked to curriculum.

And I was like, oh my God, why have we not had this before? Why are we not getting our kids? We know the benefits of nature. We know the benefits of getting outside, you know. , and I was like, Oh my God, that's so amazing. You know, to learn and move at the same time. So you're absolutely right. Yeah. Things like that.

One of the things that I think you have said, and I've heard you say, and this for me is Yeah, I love this idea. You talk about raising the understanding of their own profile, of their own sensory profile. When you say that, are we talking about their kids? Are we talking about parents educating themselves?

Are we talking about a mixture of both, Helen?

Helene: So I think there should be, this should be talked about in school. It should be talked about with parents, it should be talked about with children, and it should be talked about as a society as a whole. Because, um, we have children who access communication differently because of their sensory system.

And if they access communication differently, then their communication with other children, it alters the way they communicate with other children. And if they, if we don't know about that, then we don't understand why there's a barrier in communication between neurodivergent and non-neurodivergent. If we don't educate our children about their own sensory system, and actually when if you are touch sensitive and another child brushes past you and it feels really uncomfortable, there's a reason for that.

It's because you experience that touch sensory differently to other children. If you find certain situations overwhelming and you don't know That you have a sensory system that is different to other children. You just try and hold it all together and mask and pretend that you're okay. And so in classrooms, as parents, if we start talking about this, and as our own sensory, so we can say to our children, actually, in certain situations, I can't hear very well because all of the sensory noise going on around me.

And I understand how that feels, so it must be really difficult in the classroom, and let's think a way around that. One of the things we used is a listening device, where, that, some, that a teacher just wears around her neck, and then the child wears it, and the teacher has a microphone, and the child could tune into the teacher's voice and loved it.

You know, we need to really talk about sensory differences and the supports we can put in place. Otherwise we're never going to come up with these strategies.

Ashley: You know, it astounds me that, you know, you and I are talking about this, this day and age, really, because this is not, you know, it's not like suddenly after COVID we had neurodivergent people appear on the planet, is it?

Do you know what I mean? And I think something as simple as that, where the child can really hone in, And what is being taught? Because actually you're right, we're setting these,

we're setting the kids, and I mean that all the kids, up to fail when we don't adapt the environment for them.

Absolutely. Um, there was something I was going to say to you then around that, and I think that's such a clever thing to do for, for a child, you know, and there's lots of things I know that we can do, lots of strategies that we can put in place.

And please, please go and get Helen's book, um, because it is full of knowledge. It is full of understanding as well, and it will really help bring that awareness to you as well as strategies and practical things that we can do. Um, but one of the things I wanted to say to you, Helen, is

for me, and this is what I would say is the hardest thing, part of my job. It's also the most rewarding, but you must get this all the time is a, we need to validate how that child feels. I think that's really important from what you've just said, but also as well, empower the parents to go in and ask for these, because I find that that's what a lot of my role is, because I include when I work with a child, I also include the parents and, and they'll go, oh, no, but I've asked.

Did they, do it? No. Well, why aren't you asking again? You know, come on, let's, let's do this. And, and actually having me in their corner sometimes gives them the confidence to go ahead, or sometimes I will do it on the, on the child's behalf. But actually, I think it's really important that we do, when we think about our children sitting in that classroom for 6 7 hours a day that they might get an hour out if they're lucky of that classroom to play out and things like that, but that is if they're lucky, by the way.

Um, but actually for us to advocate for them, for us to be their ambassadors in the classroom, how best do you think parents can do that Helen? How best do you think they, you know, because you get the two extremes, don't you? I think

sometimes of parents, those who don't say anything and those who scream and shout until something somebody hears.

And often that is pure frustration.

Helene: So I do think parents need a huge amount of support with this. And this is something that I'm going to be working on. This is something that is a future project for me because I believe that parents need to be empowered with that. The knowledge of, this is how my child's brain works, this is how their sensory system works, and these are the types of reasonable adjustments that could really help them in school.

, because when you're going into, , meetings with teachers, it can be very daunting. And, like you said, have someone in your corner. who can say to you, well, this is, you know, for your child's profile, this is what could really support them. And this is, these are the particular areas that the school can put an adjustment in.

Helps because when they go in, the problem is, the problem that you've got as well is, teachers are stretched so much. They need almost you to present it. I have done this multiple times. I've given them a way. So I, created a, just a map that goes on a desk, and it's got a little hand on it, and a fist on it, and the child just does this on it, and they, and they do a little game, and it has one on the other side.

And it's like a five-minute activity that just gives them a little bit of movement in the middle of their session. , there's all kinds of things, but it's almost like you need to be giving that to teachers so they don't have to think about it on top of everything else. So it's like, oh, your child could go out for a little errand to the library and pick up a book and come back.

It's giving them different strategies that the parents can go with and say to the teacher, these strategies would be brilliant for my child. So then it's not a negative conversation. It's not like, oh, my child's not being served. It's here's some options that could really help my child. And as teachers, we want to put those things in place.

Ashley: And I think you're so right there, because I think a lot of the teachers that I talk to, um, A, they haven't got the time to read everything, and, but also as well, it's, it's not sometimes just about timing, it's about that they, hadn't realized

because, you know, they've got a class of 20, 30 kids and they hadn't realized that that's how little Johnny, you know, takes in the world.

And actually, you're absolutely right. If we can make that a positive experience and kind of turn up with the evidence, turn up with, do you know, you could, if we just did this, that might really help settle him. It might really help him learn because teachers are there. They want to teach your kids, you know, most teachers I know.

It is not, you don't go in it for the money, do you? You know, you go in it for the love of teaching, for the love of kids. And so if you can make that teacher's job easier, then why would you not? Why would you not make your child's life easier? But also as well, you're, you're helping educate and shape that environment, not just for that child of yours, but actually for any child that that teacher then goes on to teach, you know, subsequently, that might be similar kind of sensory profile into yours. It will open their mind and most of them, I would say, will grab that opportunity with both hands.

Helene: Yeah, I've found, I've found that when I've worked with schools, they, they're so grateful for that information and also, I think the way I talk about it.

Um, it's completely different the way people have talked about it before. And it makes, it brings about an understanding that those teachers didn't, definitely didn't have before. And they are, it makes them realize that we do need to adapt because these children do learn differently, they do experience the world differently.

And I, I also need to make the point that the reason I say I want to create things for parents is parents are already, also massively stretched in our society. So they can't necessarily go out and research everything the same in the same way as the teachers can't. So I feel like we as, as advocates and as professionals need to give practical tools to people so that they can then advocate for their children with almost a pack of information and support and almost an arm around them.

So I, I am not, we have talked about school, the system, um, needing changing, but I am a very much hold your hand through this, support you. I have a group, a Facebook group where I'm, we're all about autistic joy, neurodivergent joy, positive experiences. How can we change things? You know, I am not, um, A negative person in this situation.

I am like, right, what comes next? How do we, how do we do this as best we can for neurodivergent children?

Ashley: Absolutely. And, and as much as we can say, you know, politically the education system needs to change, of course, but actually it's going to be people like you, Helen, that change it. You know, it's people like you and I that are, there, that are at the backs of our families, helping them through it, holding, you know, one of my catchphrases I always say is that, you know, let's walk each other home.

And I think what you've just said there is a real, like, sense of that, of walking our parents, our teachers, and importantly, those kids home, to where they can learn better, where they can thrive, and where they can be themselves with more of an understanding. So, um, I think it's really important to have an understanding of how they take in the world.

So, that, you know, that is just beautiful. Absolutely. Um, so, Helen, tell us where, you know, anybody listening to this that is either struggling with these kinds of concepts for themselves, for their kids, um, I want to know more for maybe children that they serve. Where can we find you? Where can we find more information about you and the beautiful and, and really inspiring work that you're doing around sensory and sensory profiles?

Helene: Okay, so I educate a lot on Instagram at OTB Sensory, , because my company is outside the box sensory, so OT at OTB Sensory. , and I also have, , a Facebook group, which is the Neurodivergent Families Wellbeing Group, and we support in there and we are allies, advocates, and supporters in there. , I'm over on Facebook, Helen Daniel, ND, , Neurodivergent Practitioner.

And, obviously, by my book, which is Neurosensory Divergence, Autistic Languages, An Act, uh, Pathway Towards an Equitable Life for Autistic Children. And I think that in my book, I just feel like it gives parents and educators an understanding of autism and

ADHD profiles from the inside out. There's a lot of autistics lived experience in there as well. So it's a, I feel it's a really, really brilliant resource to step into the understanding. Of why we need to change things in education.

Ashley: Absolutely. And I can't stress enough how good your book is and, and you say on the, on the front, it's a roadmap and I really do think it is.

Um, so yeah, absolutely. You know, get out there, buy the book, go and join Helene's group. Follow her on Instagram because we've only been able to share some of the nuggets that, that Helen has. I'm going to put in the show notes all where you can contact her, where you can buy a book, things like that. Um, we also got some tips there that Helen has shared.

So go over to the, um, Listeners Lounge, so sign up for Listeners Lounge and get those extra resources and stuff. Um,

Helen Daniels, I cannot say thank you enough for what you've shared this morning, and I think it's so important you use the word before reasonable adjustments, and we talk about that a lot, about how schools, employment, need to make reasonable adjustments, but actually these adjustments are not just reasonable, they're needed, and They will serve our kids so much more.

So thank you so much for sharing your wisdom today. I really, really appreciate it.

Helene: Thank you for having me. I loved that conversation. It was, I loved the fact that we get to talk about these things and hopefully make some changes. So thank you very much.

Ashley: You're welcome.

Take care, everyone, and speak to you soon.