



courage

Neurodiversity & Sensory-Spaces

www.deebackie.com

INTERSECTIONS

CHILD PROTECTION
(ABANDONMENT)

SOCIAL SUFFERING &
AN ANTHROPOLOGY
OF VALUES

COMMUNITY
EMPOWERMENT



LIVED EXPERIENCE
OF ATYPICAL OR
NEURODIVERSE CHILDREN
(LD, ADHD, DD, ASD)

COMMUNITY MENTAL
HEALTH & HARMONY

SENSORY
COMMUNICATION,
LEARNING & EMPATHY

MARKETING &
BRANDING

CHANGE
MANAGEMENT

PERSONAL
EMPOWERMENT





courage

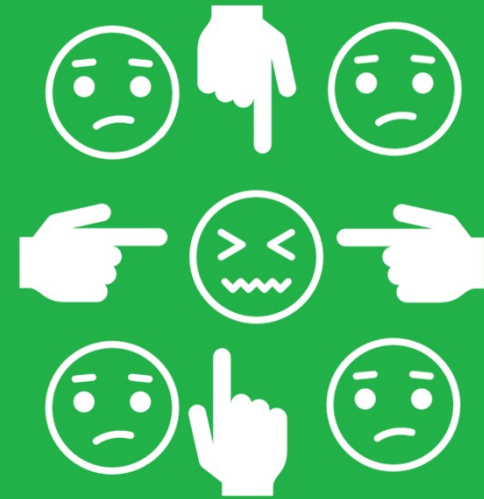
Anomaly - an Anthropology of Atypical Children

www.deebackie.com

BIOMEDICAL MODEL?



SOCIAL MODEL?



The biomedical model does not account for how social organisation impacts on a person's daily life, their disability and sense of personhood, and the social model does not consider the very real physical, emotional and social challenges a person with a disability or range of disabilities must cope with every day



PERSONAL
VISION



PERSONAL
VALUES



PERSONAL
ACTION PLAN



PERSONAL
JOURNEYS



PERSONAL
INSIGHT



BEST VS
WORST DAY



EMOTIONAL
MIND MAPS



FUTURE
DREAM WORLD



PERSONAL
IDENTITY



SELF
ESTEEM



PARTNERSHIPS &
COLLABORATIONS



SOCIAL
RELATIONSHIPS



SUPER
ABILITIES



LEARNING
TOOLS



LEARNING
ENVIRONMENTS



BRAIN
WORKS

The lived experience of neurodiverse children?



LOVE
LANGUAGE



BODY
MAPPING

Exploring my emotions? (mind-map)

 HAPPY  • Cool things, especially cars and the physics and workings • My family, my mum, my dad, my brother, he makes me laugh, my cousins, I like it when the whole family is together • I feel it in my heart, it feels good • Winning, like when I win a talent • Playing my game • Watching YouTube, it makes me laugh, sometimes I laugh so much I have to go to the bathroom	 SAD  • When someone is close to get hurt • I don't like to see animals (but on TV) • People shouting at me, then I cry • If my family gets upset with me • When people aren't letting me talk about what I want to talk about • I want to argue with me, and tell me a mean thing and beat that from everyone's day • I feel sad in my stomach and a little bit in my heart	 ANGRY/CROSS  • When people are being mean to me, when they say something to my face when I wasn't and when people blame me for things • I feel angry inside my head, it swirls around like a thunder storm inside my head • When I have arguments with girls at school • I try and use my thinking tool, breathe, wait, wait, and then talk about it • Sometimes I don't like, sometimes I can't living with family and friends helps - sometimes I tell them, sometimes not
 SCARED/AFRAID  • When elephants get into a crowd • I feel it in my stomach because I get nervous • It's like a warning of angry cross lines • something about living stomach • Yesterday I was so stressed I got hiccups • The dark gets me in the way because you don't know what is down there • Trying difficult things for the first time • Competitions, I get nervous • Insect people, like Gollum - they get in my space a bit	 CURIOS/INTERESTED  • When there's a case, I want to see what's inside it • I want to see what is going on further in • Animals - where they are going or when someone looks • If people aren't let me what is going on • It feels like a butterfly, flying around my head, looking for answers	 EXCITED  • When I see things the competitors • I have the butterfly's flying all around my stomach • They people nervously • Other people give me things I've always wanted • To see people or to go somewhere • Sometimes, the new version, the new, I really wanted to see it



Exploring my body?

My personal crest?

Becca-Cassy

Animal/Plant?



Shield?



The tools I need to help me learn/work at school

Great, engaging teachers (love science)
 Music - I like the old rock, its got great guitar and percussion
 Teamwork - you work together, it's brought a long time
 IT and technology in general
 Typing, if I couldn't go inside
 Clutch pencils - you can erase & stay

Who did I explore this with?



CREATIVE ENGAGEMENT

- 9 CHILDREN/OVER 3 YEARS
- 7 TO 16 YEARS
- LEARNING DISABILITIES
- ADHD/ENERGY REGULATION
- SENSORY CHALLENGES
- DEVELOPMENTAL DELAYS
- AUTISM SPECTRUM



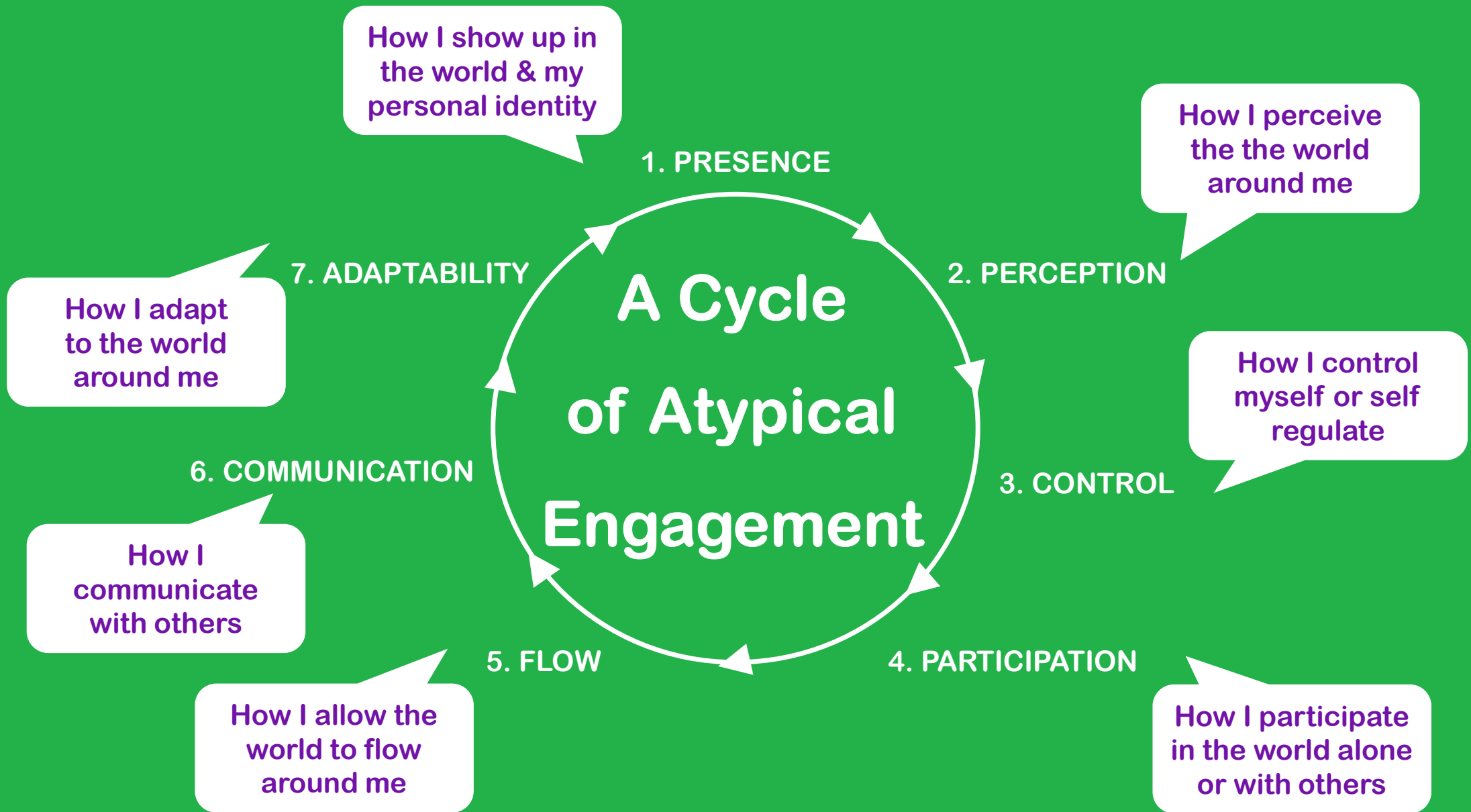
PARTICIPANT OBSERVATION

- INNER CITY AUTISM BOXING PGM
- SENSORY SPACES
- 8 TO 18 YEARS JHB AUTISM SCHOOL
- VARIOUS SUPPORT NEEDS
- VERBAL & NON-VERBAL CHILDREN



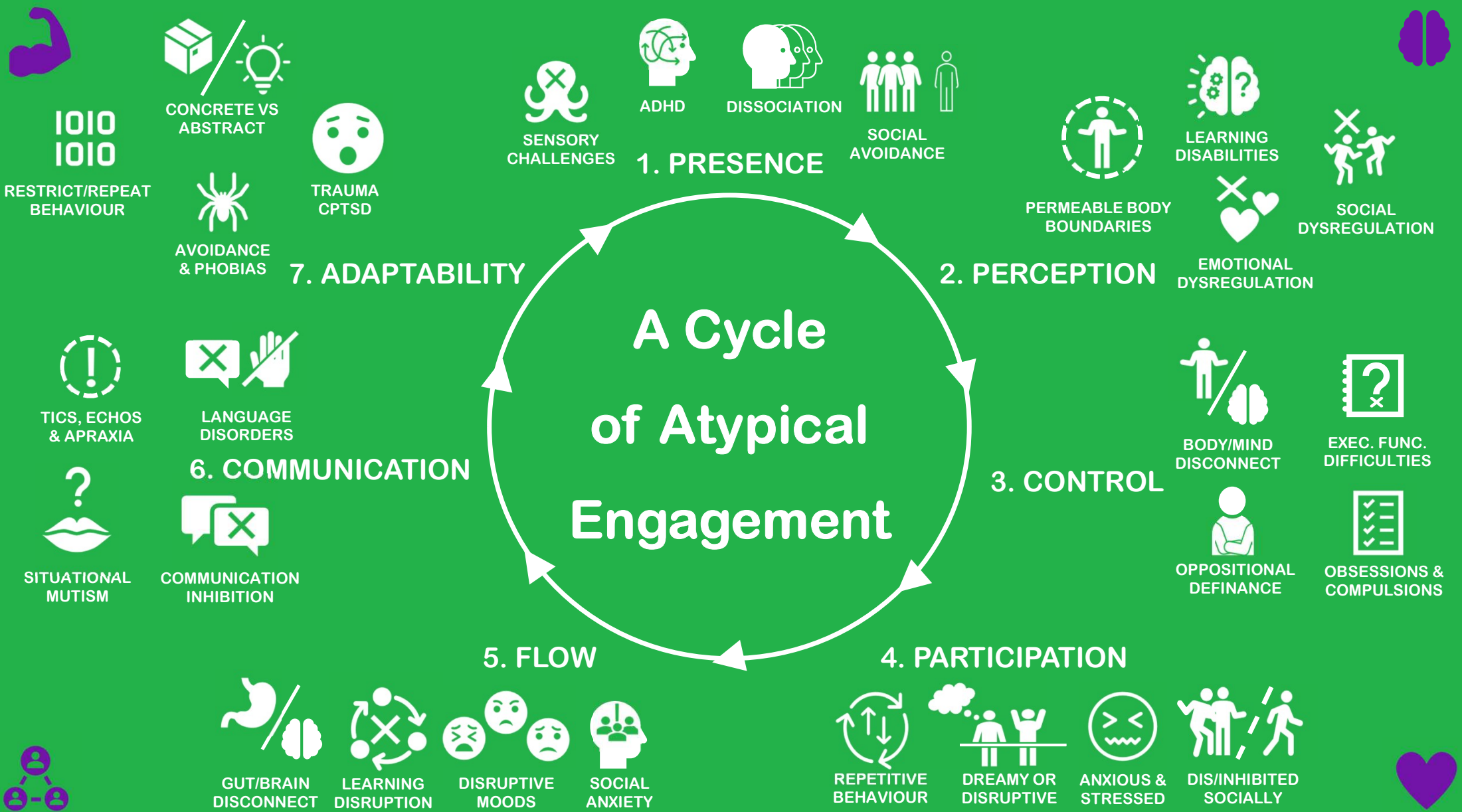
BIOSOCIAL ONLINE ENGAGEMENT

- ADULTS
- AUTISM SPECTRUM
- NEURODIVERSITY
- DYSLEXIA
- ADHD
- ELMERS DANLOS SYNDROME



STAGE	PHYSICAL	INTELLECTUAL	EMOTIONAL	SOCIAL
1 PRESENCE	- Sleep/wake disorders: fatigue, insomnia, narcolepsy, sleep apnoea, circadian rhythm, parasomnias and nightmares - Presence disorders: catatonia, stupor or catalepsy - Chronic Fatigue Syndrome - Physically cautious/afraid - Ehlers-Danlos Syndrome (EDS)	- Deficit in intellectual functioning - Specific learning disorders - Low IQ - Developmental delays - ADHD/Concentration difficulties - Excessively dreamy - 'in their own world' - Easily distracted	- Reactive attachment disorder - Failure to thrive - Emotional withdrawal - Fatigue/Excessive sleep - Paranoia - Schizophrenia - Delusions/hallucinations - Dissociative disorder	- Introversia - Social avoidance - Low self esteem - Antisocial/withdrawal - Anxiety/Stress - Anhedonia/Disinterested - Dysphoric/Uneasy - Dissociative/Disconnected - Meltdown/Shutdown
2 PERCEPTION	- Sensory Processing/Modulation/ Discrimination disorders, impairments or deficits. - Sensitive neuroception - Hyper/Hyposensitivity - Sensory defensiveness - Interoceptive sensory challenges - Posture, motor, proprioception and vestibular challenges - Pleasure disorders - Somatic disorders - Chronic pain - Allergies - Tonsils/Adenoids - Migraine/Headaches	- Difficulty or inability to: understand, reason, problem solve, engage in abstract thinking vs concrete thinking - Conceptual skills - Learning from experience - Making decisions - Dyslexia (reading) - Dyscalculia (maths) - Visuospatial (matching/sorting) - Aphasia (understanding and use of words) - ADHD/concentration difficulties - Hyper focus usually on specialist interests	- Cognitive ideation: rejection, humiliation, embarrassment, offensiveness, shame - Body dysmorphic (appearance) - Personality disorders - Disorganised emotional state - Difficulties with self regulation. - Alexithymia (difficulty identifying, discriminating and communicating emotions) - Emotional recognition deficits (in self and others AT/NT) - Affective vs cognitive empathy (feel too much vs not at all)	- Difficulty perceiving the social: non-verbal, gestures, body language, intonation - Immature/concrete view - Gullibility/risk of manipulation - Limited understanding of risk, social judgement, decisions - Difficulty relating to others. - Eye contact - Understanding or reading facial expressions - Prosopagnosia/Face blind - Fixated interest/Hyper focus on detail vs big picture. - Difficulty self regulating
3 CONTROL	- Body/Mind disconnect - Unable to control/regulate body - Epilepsy - Tourette's (vocal and motor) - Trichotillomania (hair pulling) - Excoriation (skin picking) - Apraxia/Dyspraxia - Proprioception/Vestibular - Dysgraphia - Stimming	- Executive functioning difficulties - Disorganised thinking - Difficulty organising/planning - Difficulty executing ideas - Dyspraxia (coordination) - Dysgraphia (writing) - Fine motor movement	- Physiological regulation (Polyvagal theory) - Obsessive compulsive disorder - Self harm - Echolalia (verbal imitation) - Echopraxia (physical imitation) - Emotional regulation/lack of control - Oppositional defiance - Meltdown/Shutdown	- Behaviour regulation - Stimming (Repetitive motor disorder/movement) - Echolalia/Echopraxia - Conduct disorders - Oppositional defiance - Difficulty with personal independence/responsibility - Difficulty following rules - Personal hygiene/care

STAGE	PHYSICAL	INTELLECTUAL	EMOTIONAL	SOCIAL
4 PARTICIPATION	- Hyperactivity - Impulsivity - Restless legs - Stimming (Repetitive motor disorder) - Over/under sensitivities - Energy management	- ADHD - Hyperactivity - Impulsivity - Mind elsewhere - Dreamy and inattentive - Unable to sustain attention - Excessive mistakes	- Anxiety - Cyclometric/manic disorders - Disruptive behaviour - Restless/keyed up - Self harming - Concentration challenges - Autistic burnout	- Interacting with others - Impulsivity/social control issues: excessive talking, blurt out answers etc. - Disinhibited social engagement (over-familiar) - Hyperactive or passive
5 FLOW	- Gastrointestinal disfunction: vomiting, diarrhoea, bloating, reflux etc. - Gut/brain connection - Eating disorders: anorexia, bulimia and binge eating. - Pica (non-nutritive food) - Rumination & regurgitation - Elimination disorders: bed wetting, incontinence	- Flow of learning: input (sensory), processing (brain) and output (motor). - Difficulty conceptualising past, present and future - Stress/anxiety impact on memory and concentration - Forgetful/lose things - Hyper focus & ADHD 'Inappropriate' play	- Hypervigilance/arousal - Depression/Self-harming - Disruptive mood disorders - Dysthymia (sad/empty) - Irritable/Moody/Angry - Bipolar disorder - OCD/Hoarding - Fixated interest/connections - Pathological Demand Avoidance (PDA)	- Feel alienated/isolated - Limited social participation - Difficulty transitioning - Avoids eye contact - Atypical facial expressions - Social anxiety - Relationship building/ friendship limitations - Social skills: greeting, taking turns, sharing, interest
6 COMMUNICATION	- Non-verbal - Language disorders: speech/sound, non-fluency - Vocal/Verbal ticks - Selective mutism - Apraxia of speech - Dysgraphia	- Language disorder - Non-verbal/Select mutism - Dyslexia (read/spell) - Dysgraphia (write) - Aphasia (words) - Concrete vs abstract view of world/thought process - Problematic inflection	- Anxiety - Selective mutism - Echolalia - Severe temper outbursts: anger, aggression, rage - Expression of empathy - Theory of mind questioned - Stimming to communicate	- Communication and language limitations - Impairment in discourse - Externalised anger and aggression (word/action) - Unrelated Q&A - Pointing/response - Social conventions
7 ADAPTABILITY	- Stress related repetitive motor disorder: shaking, rocking, head banging, biting, hitting (Stimming) - Joint hyper mobility/EDS - Mast Cell Activation Syn. - Chronic Fatigue Syndrome - POTS, PANS, PANDAS - Autoimmune diseases - Epstein-Barr/Lyme Disease	- Concrete vs abstract thinking - Difficulty integrating past, present and future (conceptually and literally) - Hyper focus & ADHD - Slow processing speeds - Atypical strategic abilities	- Anxiety/OCD - PTSD/Trauma - Panic attacks - Excessive fear - Heightened sympathetic response: fight/flight/freeze - Phobias/avoidance - Stressor disorder - Excessive rules/rituals - Self harming & Suicide	- Restrictive repetitive behaviour - Insistence on sameness - Adaptive functioning challenges - Maladaptive behaviour - Adjustment disorder - Hyper/clinical distress - Excessive social rituals - Masking/Burnout



Presence

How atypical children show up in the world



VIRTUAL
WORLD



REAL
WORLD



DISSOCIATIVE
WORLD



CAUTIOUS BODIES
VS ADVENTUROUS
BRAINS



AUTHENTIC
ATYPICAL ID



OWN
WORLD



SHUT
DOWN



MELT
DOWN





FLASHBANG 9-10 YRS – ASD/ADHD/SENSORY/EDS/ANXIETY

Rebels with a cause

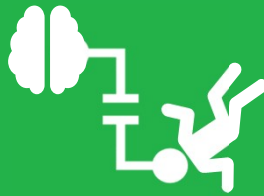


Perception – Control – Participation

How atypical children engage with the world



SENSORY PERCEPTION,
DISCRIMINATION &
INTEGRATION
CHALLENGES



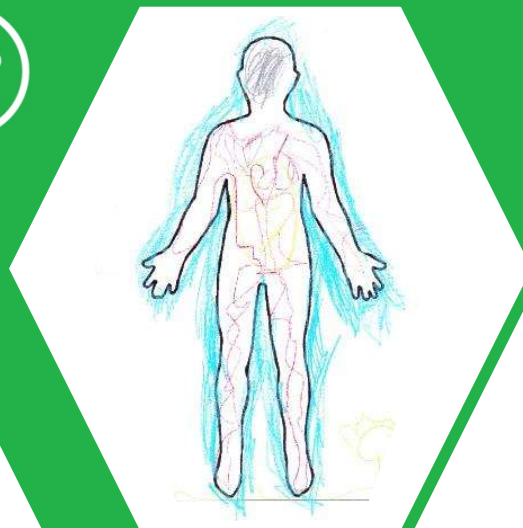
NO HABITAS
BODY/MIND
DISCONNECT



PERMEABLE
BODILY
BOUNDARIES

Proximal, Distal and Interoceptive Senses

DESCRIPTION	ICON	DESCRIPTION	ICON
BARRIER SENSES (SOMATOSENSORY/IMMUNE/TOUCH)		TOUCH (SKIN)	
PLEASURE/PAIN SENSES (GENETOURINARY & UROGENITAL)		PROPRIOCEPTION (MUSCLES/TENDONS/JOINTS)	
FULL & FINE SENSES (GASTROINTESTINAL & ANXIETY)		VESTIBULAR (INNER-EAR/BALANCE)	
FIGHT/FLIGHT/FREEZE/FLOP SENSES (CARDIOVASCULAR/RESPIRATORY)		TASTE (MOUTH/TONGUE)	
BALANCED BODY/MIND SENSES (ENDOCRINE/HORMONES/GLANDS)		SMELL (NOSE/OLFACTORY)	
PAIN/TEMP/PRESSURE SENSES (CENTRAL NERVOUS SYSTEM)		HEAR (EAR)	
THERMO-REGULATORY SESTEMS (TEMPERATURE/TACTILE)		SEE (EYES)	
POSTURAL STABILITY (TONE/STABILITY/ROTATION/FLEXION)		BILATERAL INTEGRATION (DISSOCIATION/TIMING/SEQUENCING)	
MOTOR PLANNING (PREPARE/PLAN MOVEMENT)		MIDLINE CROSSING (LEFT RIGHT INTEGRATION)	



COCO – 7/8 YEARS
PREMATURE/ASD/DD/ANXIETY

DYNAMO 7/8 YEARS
PREMATURE/ASD/SENSORY



Flow – Communication – Adaptability

How atypical children adapt to change



HYPER-FOCUS
& FLOW
VS
DISRUPTING FLOW
& ENTIRELY
PRESENT

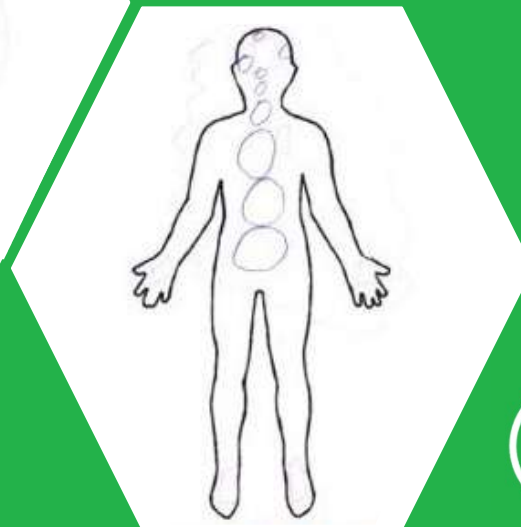
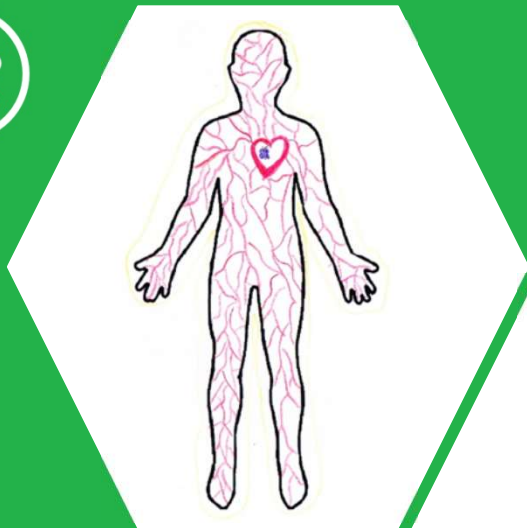


STIMMING AS
LANGUAGE
&
EMPATHETIC
ENGAGEMENT



LIVING
STRATEGY
& BEING
ON PURPOSE





ARA – 11/12 YEARS
LD/ADHD/SENSORY/ANXIETY

BUZZ – 14/15 YEARS
PREM/DD/ASD/ANXIETY



AUTHENTIC
ATYPICAL ID

1. PRESENCE



ENHANCED SENSORY
PERCEPTION

2. PERCEPTION



STIM
DANCING

3. CONTROL



CREATIVE
PARALLEL PLAY

4. PARTICIPATION



HYPER-FOCUS
& FLOW

5. FLOW



EMPATHETIC
ENGAGEMENT

6. COMMUNICATION



STRATEGICALLY
ON PURPOSE

7. ADAPTABILITY

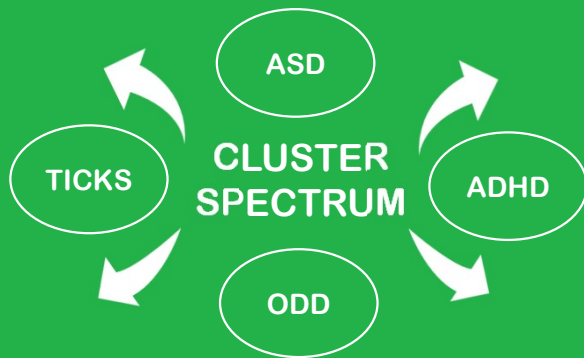
Neurodiverse
Creativity &
Invention

Atypical drivers of behaviour

	PHYSICAL WORLD	INTELLECTUAL WORLD	EMOTIONAL WORLD	SOCIAL WORLD
CONNECTION	HIGH			LOW
PERMEABILITY	HIGH			LOW
CONTROL	HIGH			LOW
FLOW	HIGH			LOW
PURPOSE	HIGH			LOW



ESSENCE



IN THE
POPULATION



ASSEMBLAGE



Early Symptomatic Syndromes Eliciting
Neurodevelopmental Clinical Examinations



STRATEGIC
ENGAGEMENT



RADICAL
DEPENDENCY





The Transvaal Memorial Hospital for Children opened its doors on the **29th October 1923**.

A photograph of the Children's Memorial Institute building, a large, two-story red brick structure with a prominent portico supported by columns. The building has several windows, some with white frames. In the foreground, there are green plants and flowers. A semi-transparent dark blue banner is overlaid on the image, containing the text 'CHILDREN'S MEMORIAL INSTITUTE' in white, bold, sans-serif capital letters.

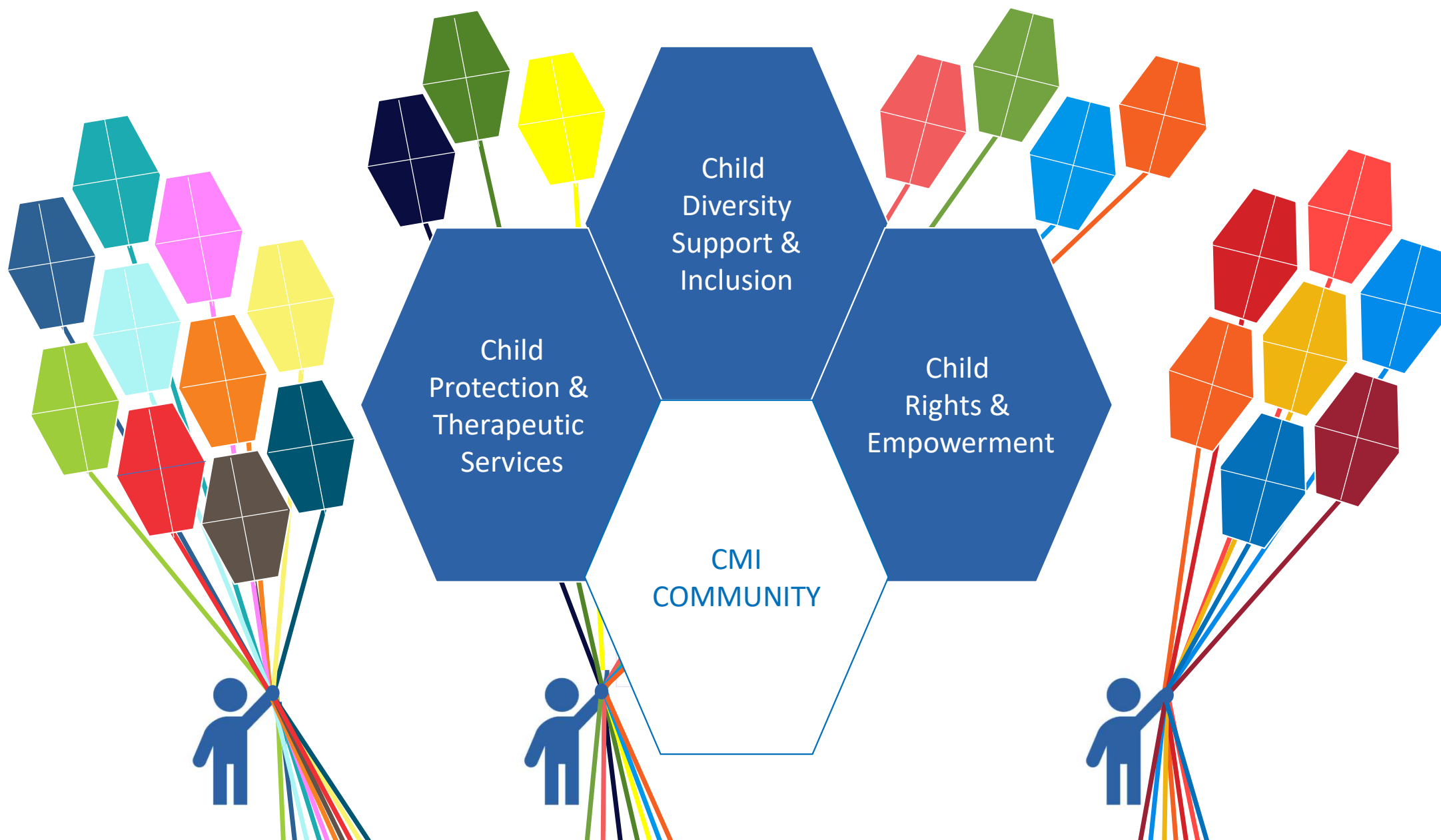
CHILDREN'S MEMORIAL INSTITUTE

[DONATE NOW](#)

WELCOME TO THE CHILDREN'S MEMORIAL INSTITUTE (CMI):



**A living memorial to
the men and women
who died during the
Great War**



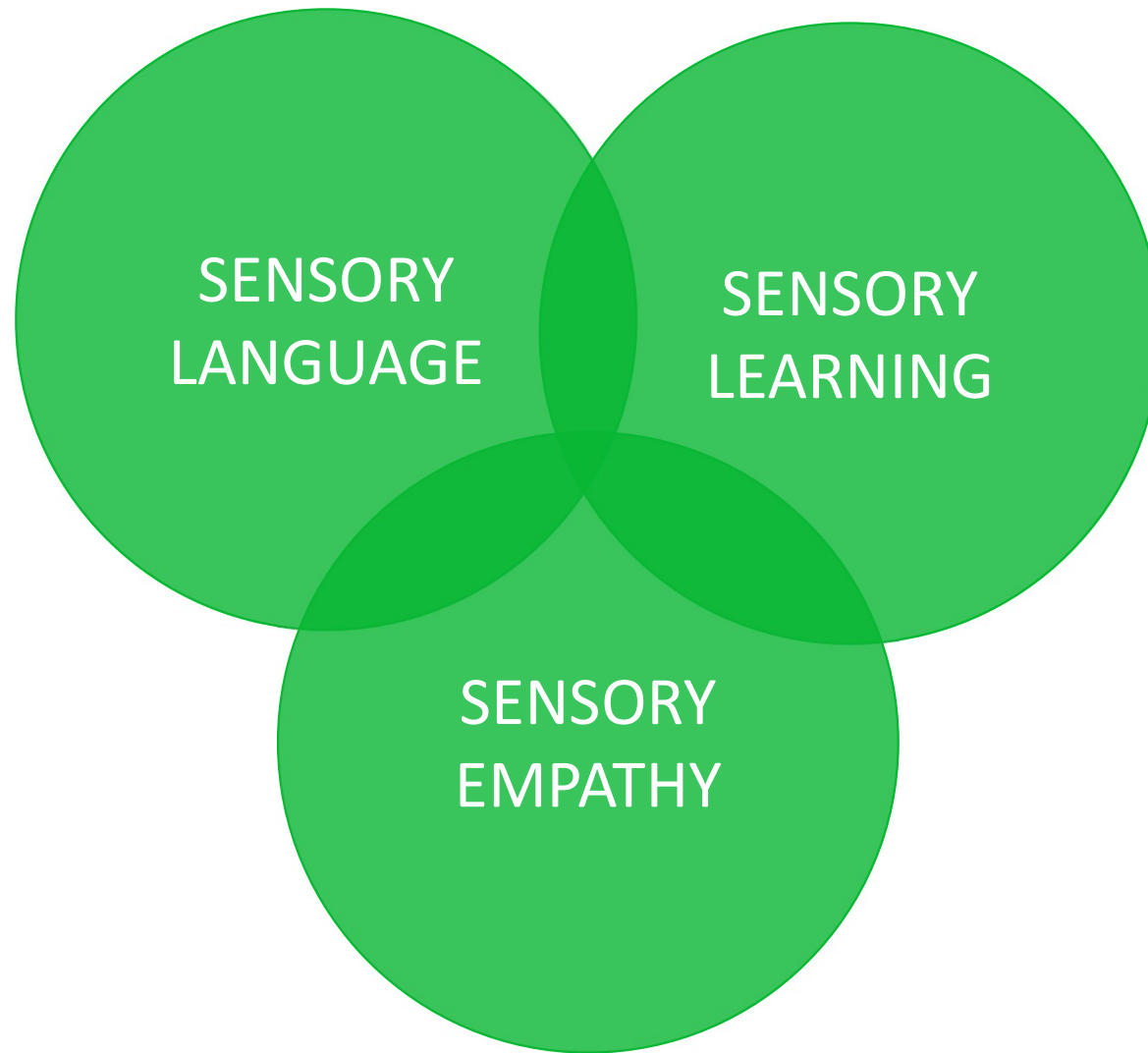


A person with short dark hair, wearing a light blue t-shirt, is shown in profile, standing and looking out a window. The room is dimly lit, with a green sofa and a framed picture visible in the background. The person's hands are slightly raised in front of them.

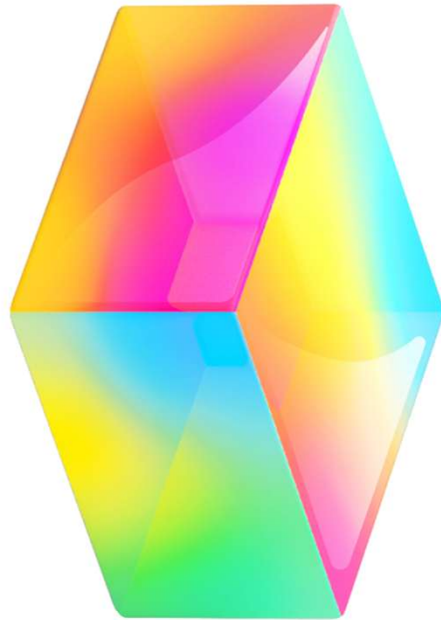
My language is not about designing words or even visual symbols for people to interpret. It is about being in constant conversation with every aspect of my environment. Reacting physically to all parts of my surroundings...The way I naturally think, looks and feels so different from standard concepts or even visualisation, that some people do not consider it thought at all, but **it is a way of thinking in its own right.**

Amanda Baggs,
In My Language 2007

They judge my existence, awareness, and person



WELCOME TO THE



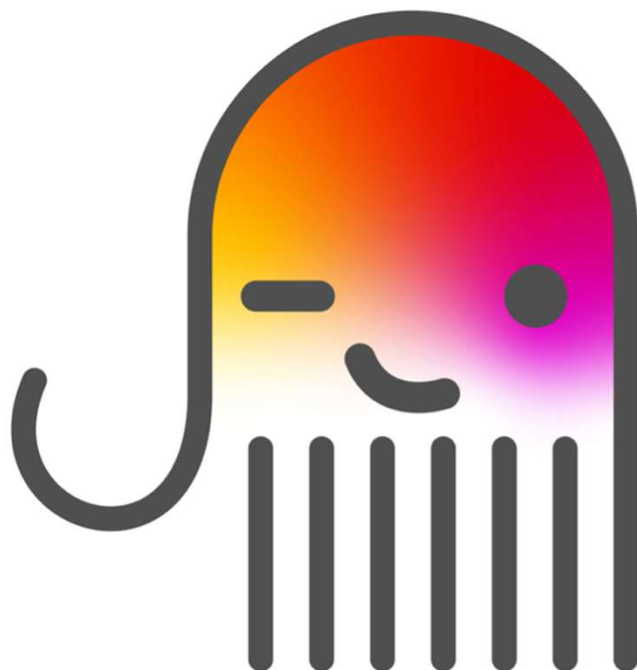
SENSORY SPACE

AT THE CHILDREN'S MEMORIAL INSTITUTE

BROUGHT TO YOU BY COURAGE CHILD PROTECTION & EMPOWERMENT



INTRODUCING INGWANINI



Your Sensory Space Buddy who will help you
understand your sensory world

(YES, I'M AN OCTOPUS)

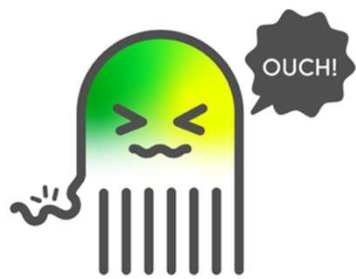


SO, WHAT ARE THE SENSES WE ARE TALKING ABOUT?



INTERNAL SENSES		EXTERNAL SENSES	
BARRIER SENSES (SOMATOSENSORY/IMMUNE/TOUCH)		TOUCH (SKIN)	
PLEASURE/PAIN SENSES (GENETOURINARY & UROGENITAL)		PROPRIOCEPTION (MUSCLES/TENDONS/JOINTS)	
FULL & FINE SENSES (GASTROINTESTINAL & ANXIETY)		VESTIBULAR (INNER-EAR/BALANCE)	
FIGHT/FLIGHT/FREEZE/FLOP SENSES (CARDIOVASCULAR/RESPIRATORY)		TASTE (MOUTH/TONGUE)	
BALANCED BODY/MIND SENSES (ENDOCRINE/HORMONES/GLANDS)		SMELL (NOSE/OLFACTORY)	
PAIN/TEMP/PRESSURE SENSES (CENTRAL NERVOUS SYSTEM)		HEAR (EAR)	
THERMO-REGULATORY SESTEMS (TEMPERATURE/TACTILE)		SEE (EYES)	

SOMETIMES OUR SENSORY SYSTEM DOESN'T WORK THE WAY IT SHOULD!



Sometimes we are too sensitive, and everything gets too much



Sometimes we are not sensitive enough and need more stimulation



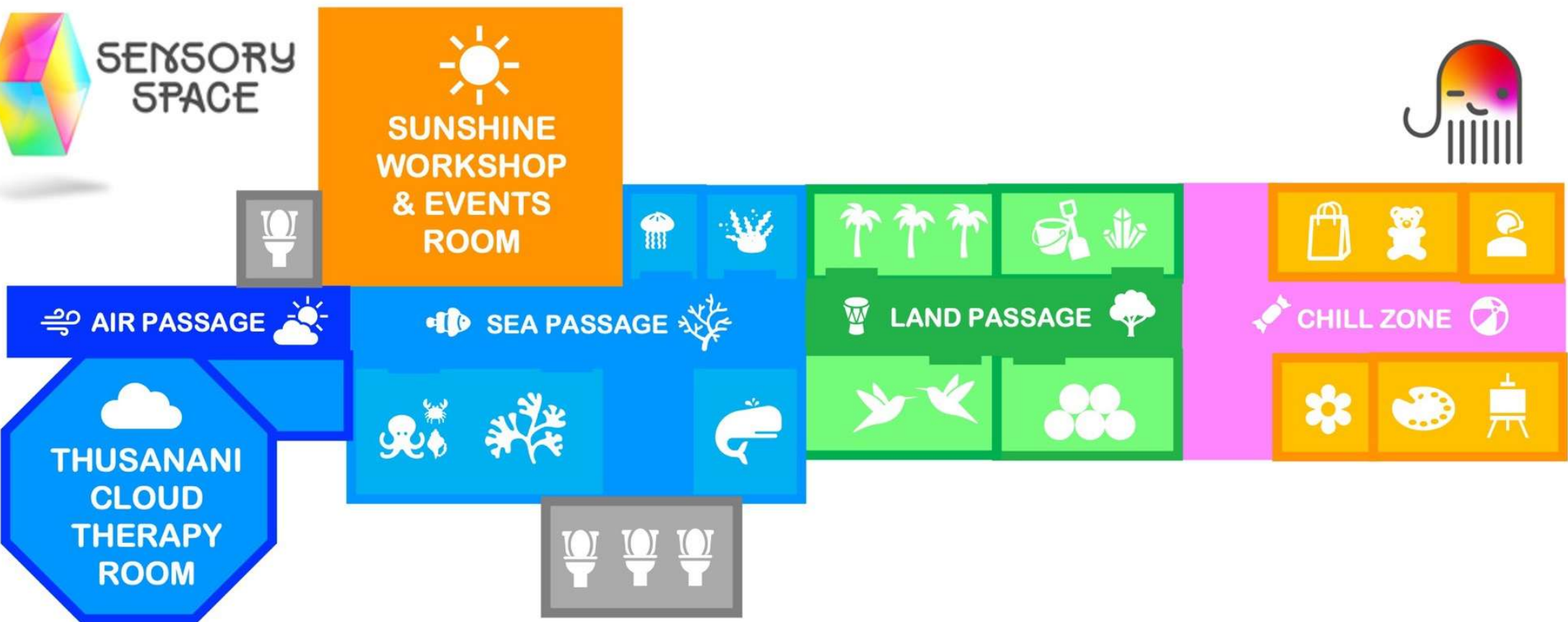
Sometimes we can't figure out what we are feeling through our senses



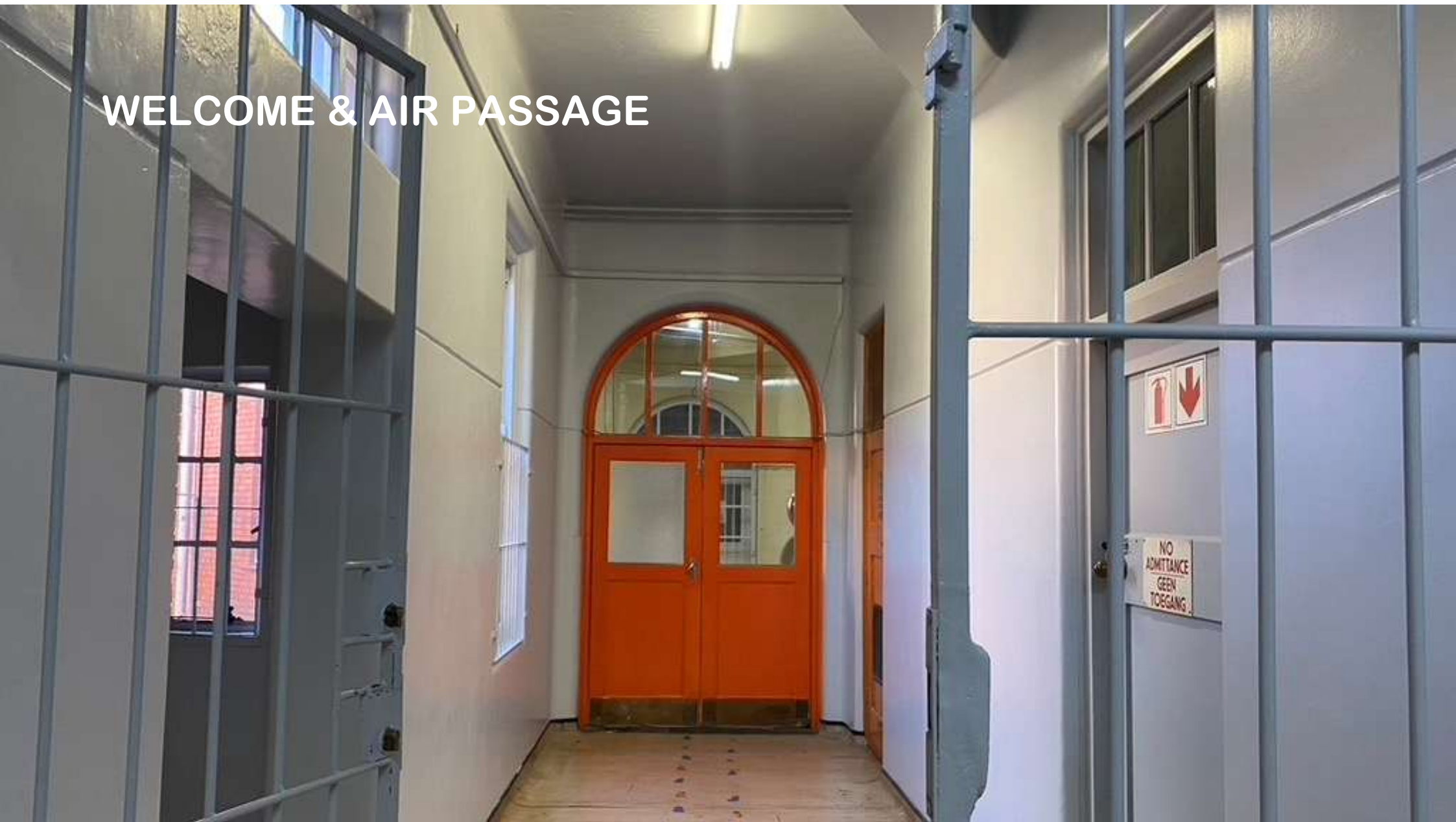
Sometimes our bodies don't work with our senses, and we struggle to do things



The Sensory Space helps us to think about all our senses and how to make them work with our bodies and emotions in every environment



WELCOME & AIR PASSAGE





SEA PASSAGE



WHALE CHILL ZONE

Relax in one of our sensory swings
sit inside a tee-pee and imagine
you are chilling with the whales
in the ocean.

Maximum 4 people
per room



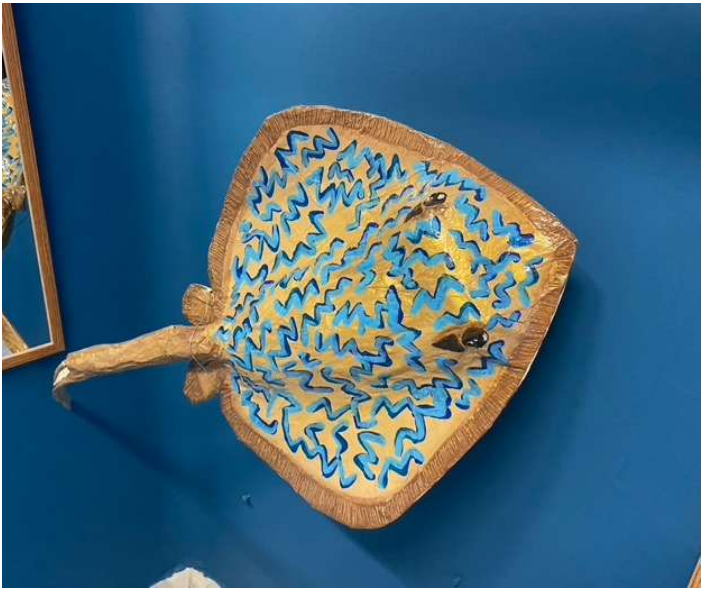
SENSORY
SPACE



KELP FORREST MAZE AND TIDAL TOUCH POOL







JELLY FISH BOUNCE ZONE





ANENOMIE BALANCE ZONE (TEXTURED)



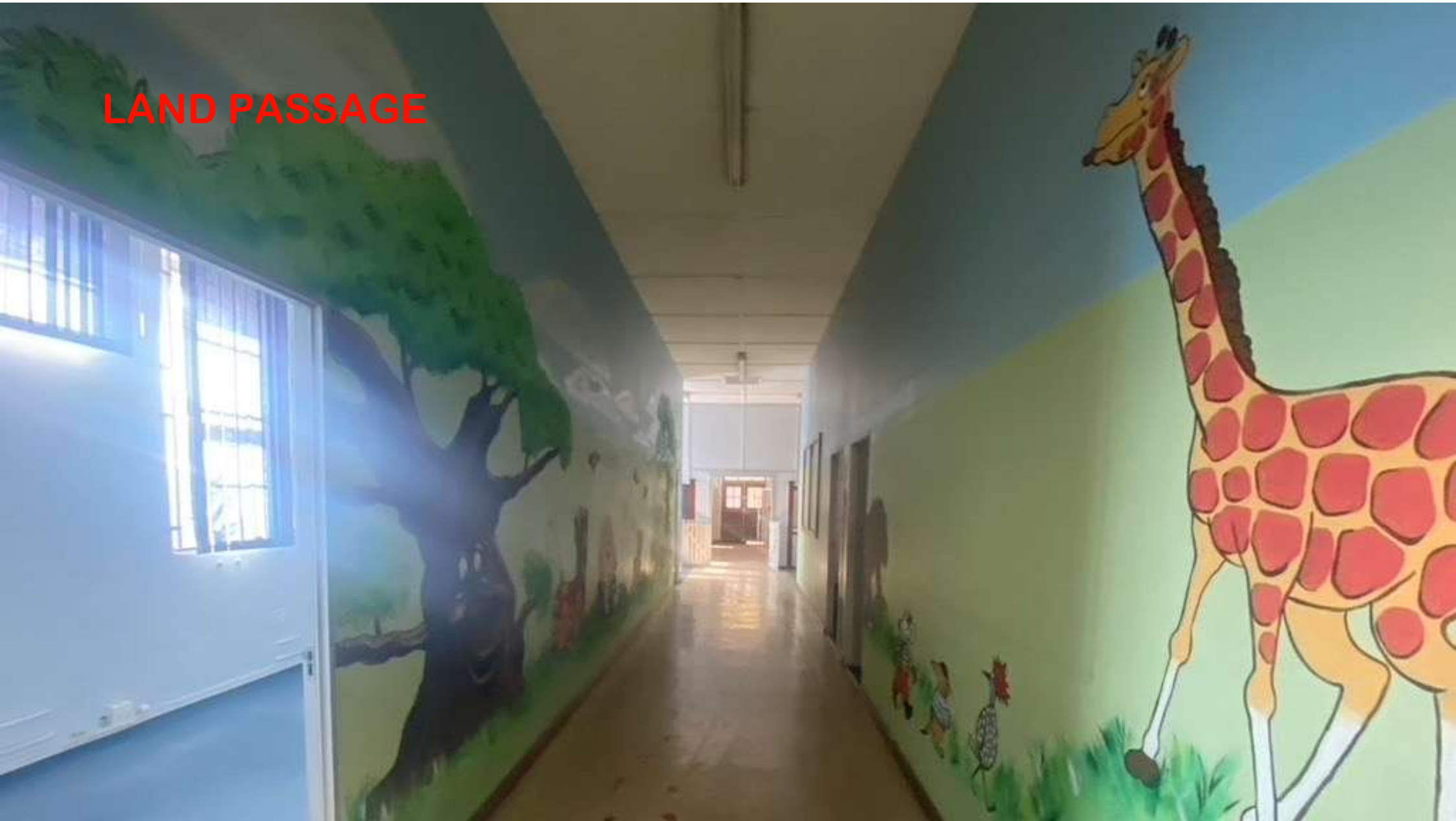


THE WHALE POD ROOM





LAND PASSAGE





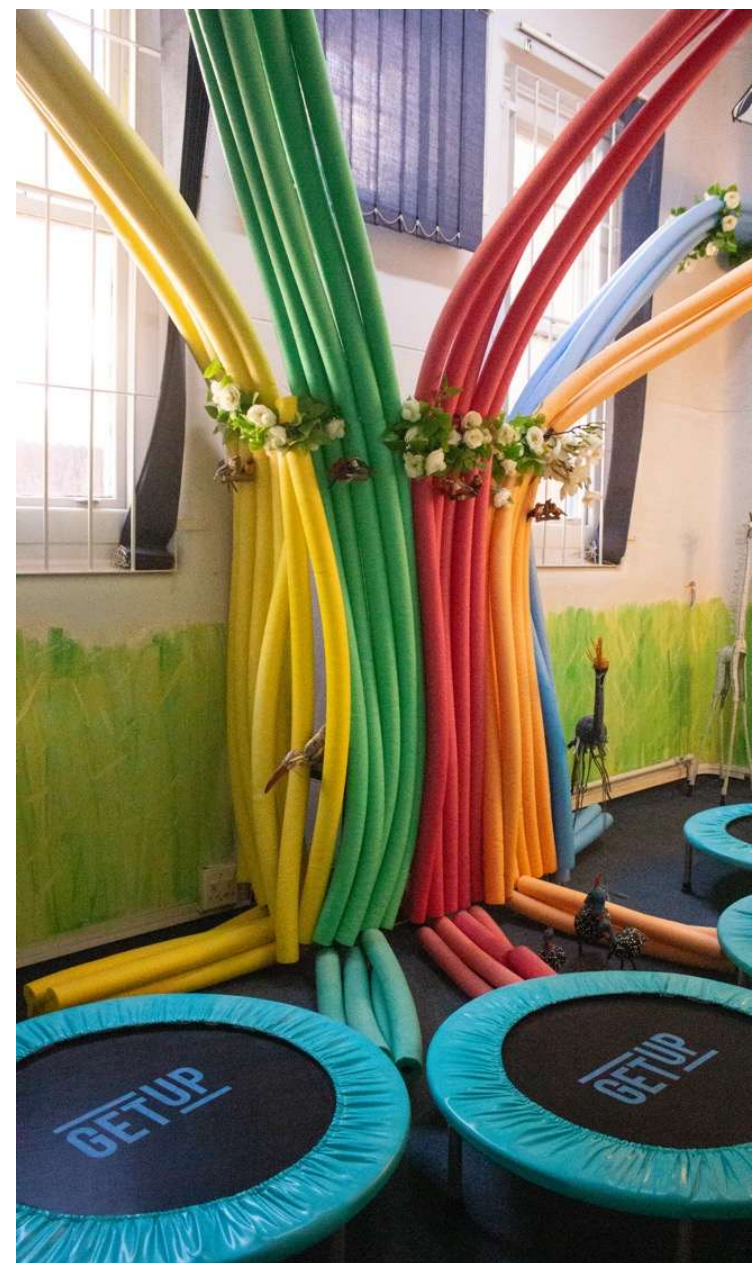
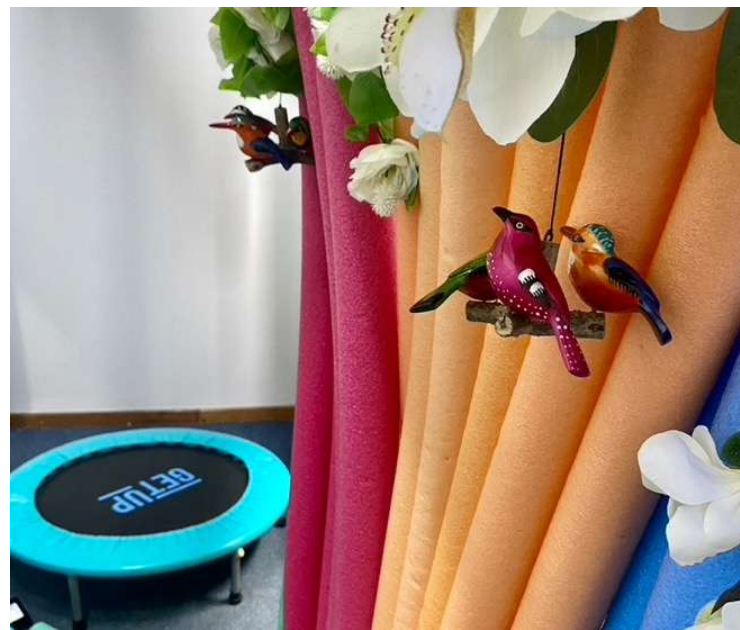
MONKEY SWING ROOM





BIRD FLAP FLAP ROOM





BOULDER BOUNDARY ROOM





SAND SENSORY ROOM





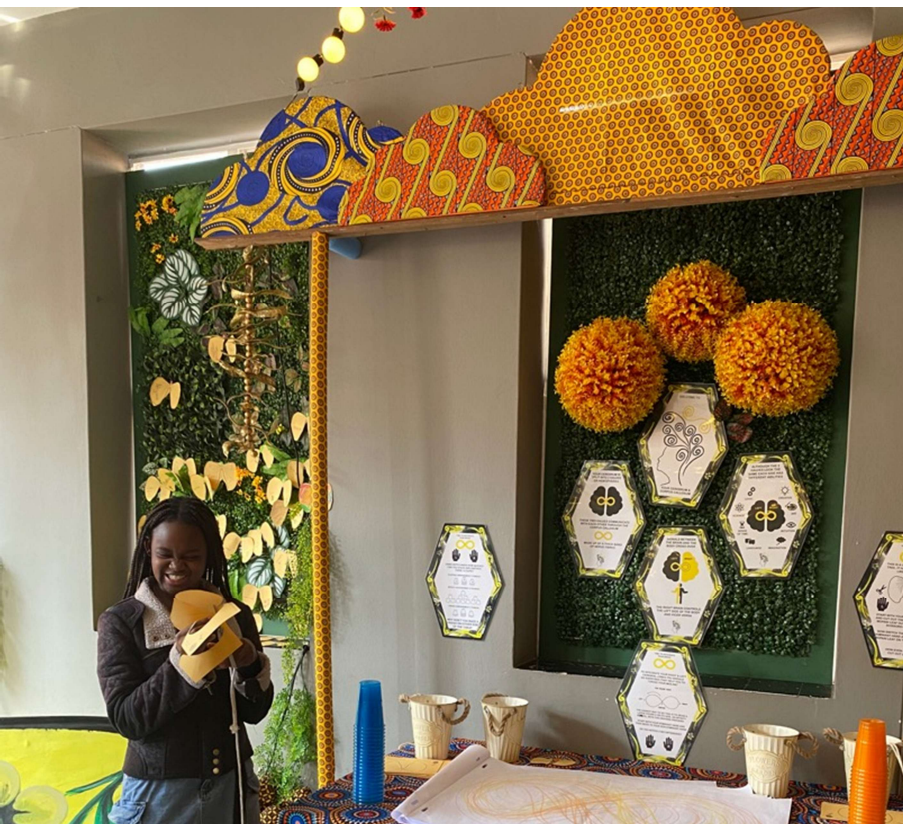
SENSORY CHILL ZONE











YOUR BRAIN IS A GARDEN

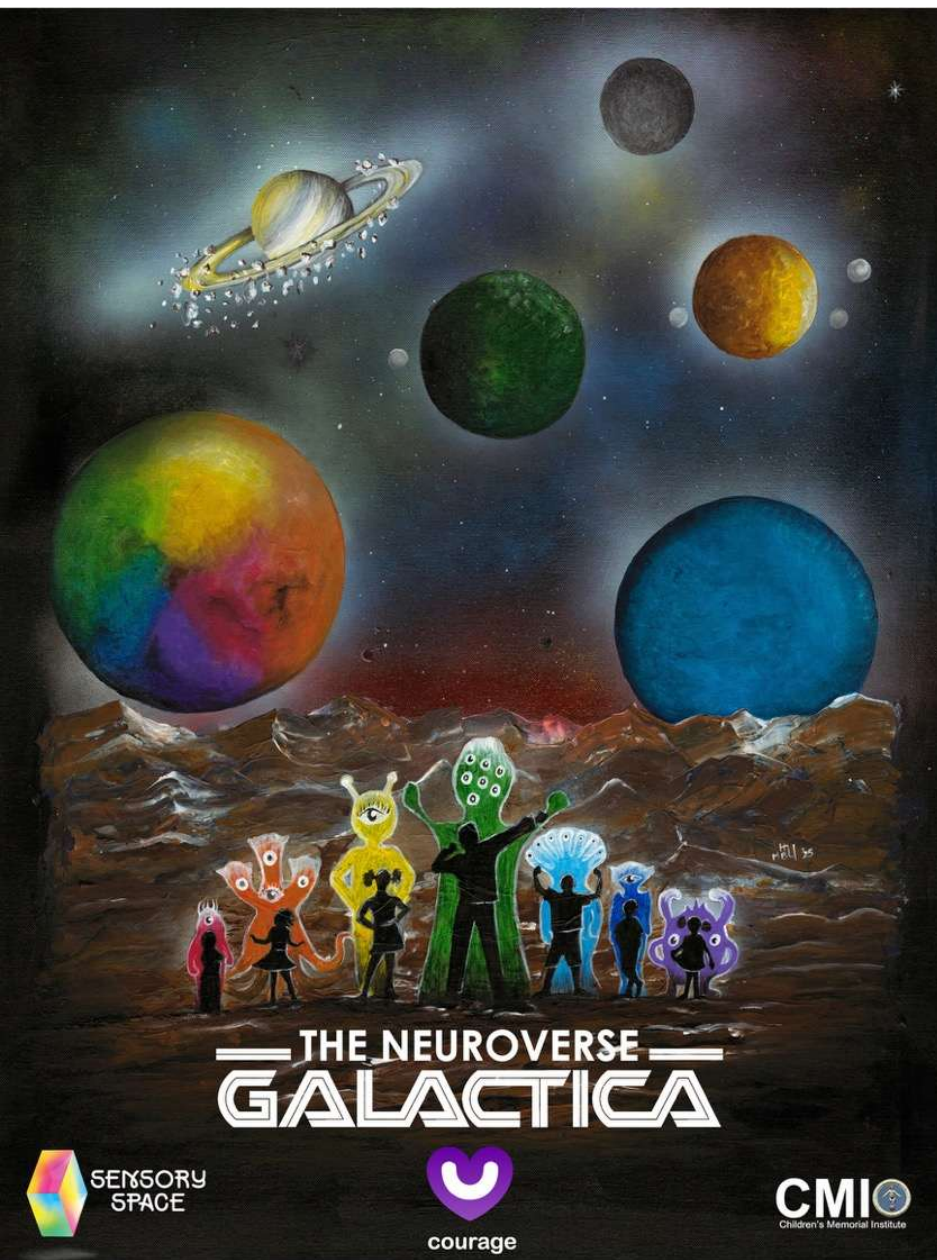
For bookings see sensory-space.com or call 078 639 7610

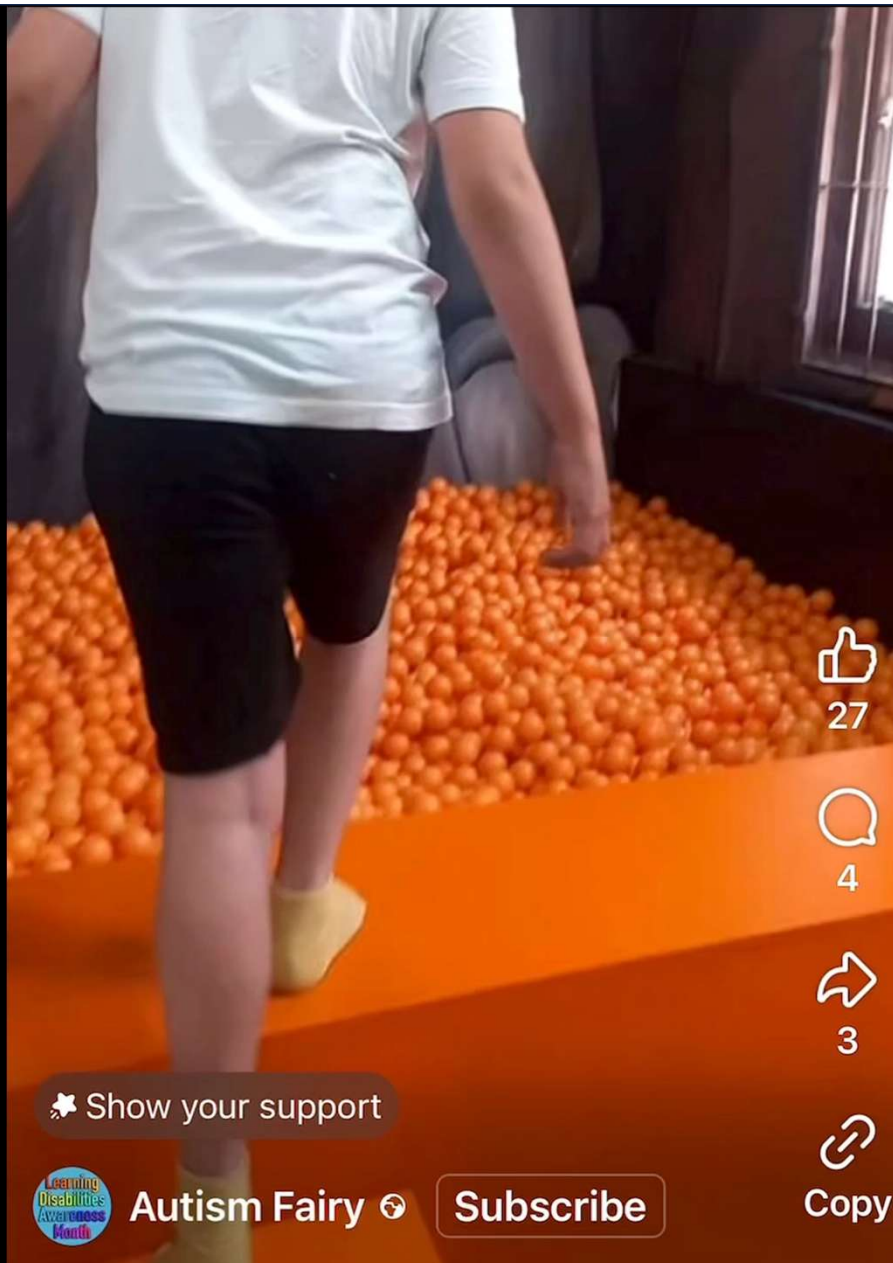
A large, colorful illustration of a human head profile filled with swirling patterns and flowers. The head is black, and the interior is filled with vibrant colors like yellow, green, blue, and red. The patterns are swirling and organic, resembling a garden. The background is a dark, starry sky.

EXHIBITION WEEKDAYS MONDAY TO FRIDAY 18 SEPT TO 11 OCT
CHILDREN'S MEMORIAL INSTITUTE GATE 10 JOUBERT STREET

  **ENTRANCE IS FREE**
DONATIONS OF R25 PP WELCOME

 **CMIO**
Children's Memorial Institute





👍
27

💬
4

➦
3

🌟 Show your support



Autism Fairy 🌟

Subscribe

🔗
Copy



Autism Fairy



Thank you

www.deebackie.com