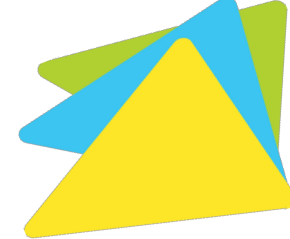


Representing Neurodiversity in Illustrated Publishing

Our responsibility as content creators in the representation of
neurodiversity in illustrated publishing

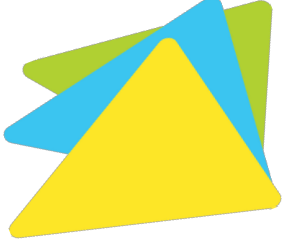
Hello!



Ipshita Banerjee (BCBA)
M.Ed. Special Education (Severe and Comprehensive
Disabilities)
M.A. Psychology
Pronouns: she/her/hers



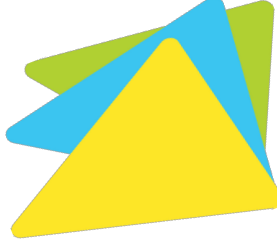
Neetika Thapan (BCBA)
M.Ed. Special Education (Early Childhood)
Pronouns: she/her/hers



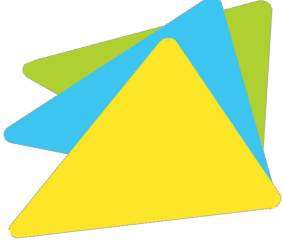
Positionality Statement

- Women of colour
- Educators, allies of neurodivergent community
- Work primarily with autistic teenagers and young adults
- Language usage: switch between identity first and person first language, based on the preference on the families we work with; 'high support' versus 'low support'

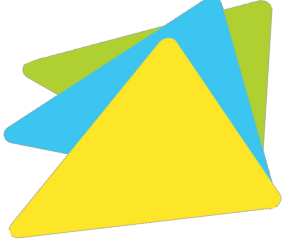
Project I ABA Therapy Foundation



Our aim is to support learners and the people in their immediate ecosystem- families, friends and other service providers, to become part of a community that allows for meaningful inclusion of neurodiverse individuals.

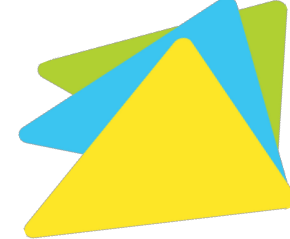


“Prepare the child for the world, and
the world for the child”



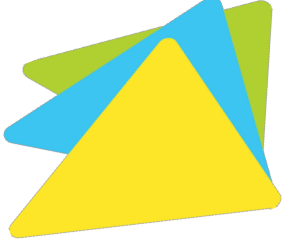
“Prepare the child for the world, and
the world for the child”

Neurodiversity



The idea that all brains are wired differently. People think, learn and behave in a variety of ways.

Representation and inclusion is a process, not a product

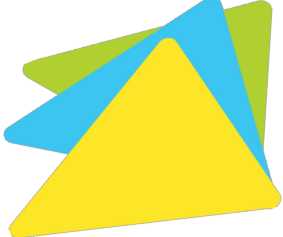


VISIBILITY

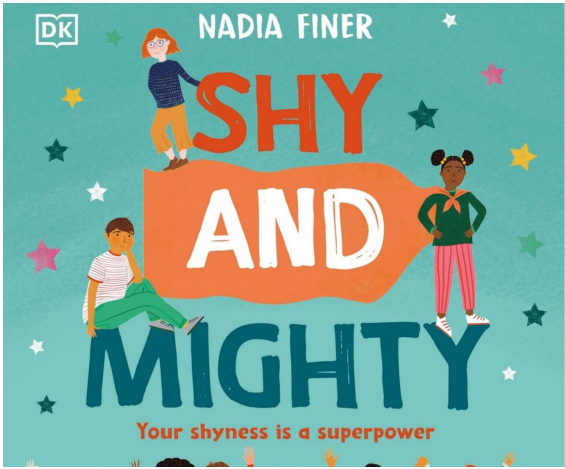
INCLUSION

ACCESSIBILITY

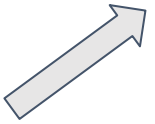




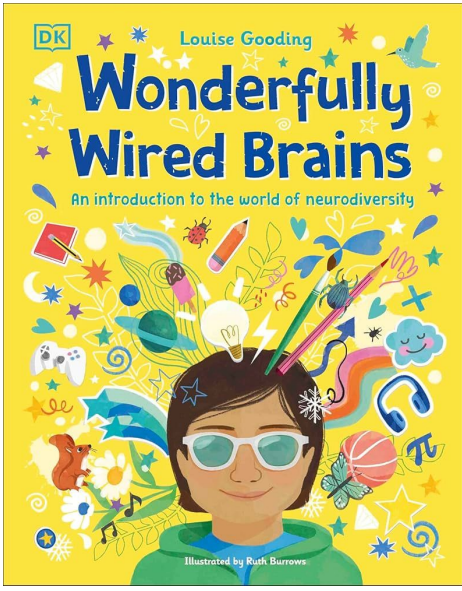
Shoutout to DK!



VISIBILITY



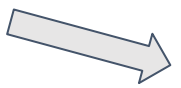
- Books for neurodiverse community
- Books about neurodiverse community
- Inclusive illustrations



INCLUSION



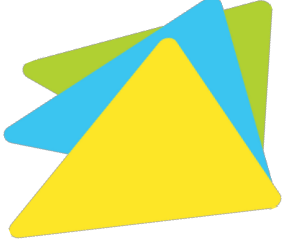
ACCESSIBILITY



How can I be fully inclusive of people with disabilities in text/images?
Be mindful of the range of disabilities represented on the page. Almost one in five people in the UK have a disability, less than 8 per cent of whom use a wheelchair. While wheelchair users should absolutely be included in our titles, we should also make a conscious attempt to include examples of other disabilities, including hidden disabilities (such as autism, dementia, and chronic pain). As always, take care to avoid tokenism, by assuming that a single example of a person with a disability can represent the experiences of all people with disabilities.

- Strengths based language
- DE&I team and fantastic toolkit
- Font, style, images

Time to Level Up!



VISIBILITY

- Invisible disabilities
- Diversity in representing disabilities
- Social emotional lens

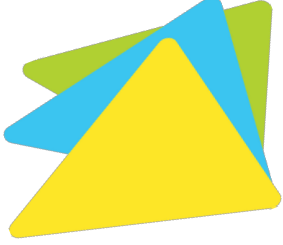
INCLUSION



ACCESSIBILITY

- Orienting the reader
- Adapted books
- Supplemental toolkits

Accessibility



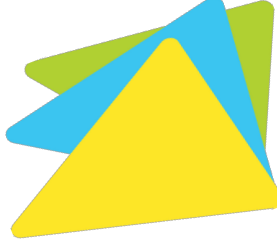
VISIBILITY

INCLUSION

ACCESSIBILITY

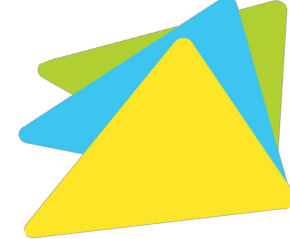


Accessibility

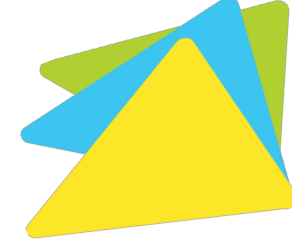


An orientation page about how to navigate the spreads can be beneficial for readers who thrive on learning through a repetitive format.

Accessibility

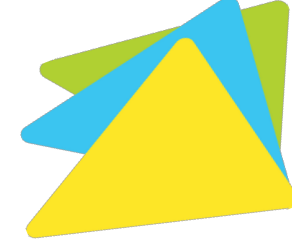


Accessibility



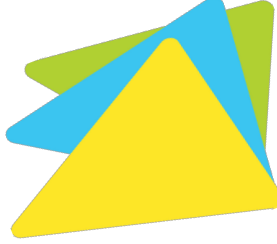
Adapted books with supplemental toolkits for teachers with visuals. These can be added to the end of the book, or embedded within the story.

Accessibility

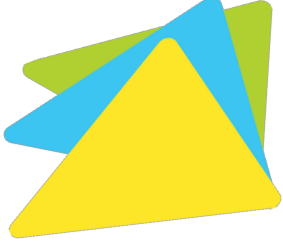


A complete toolkit may also be considered based on your target audience.

Accessibility



Adapting books with visuals that can be matched supports accessibility for early readers.

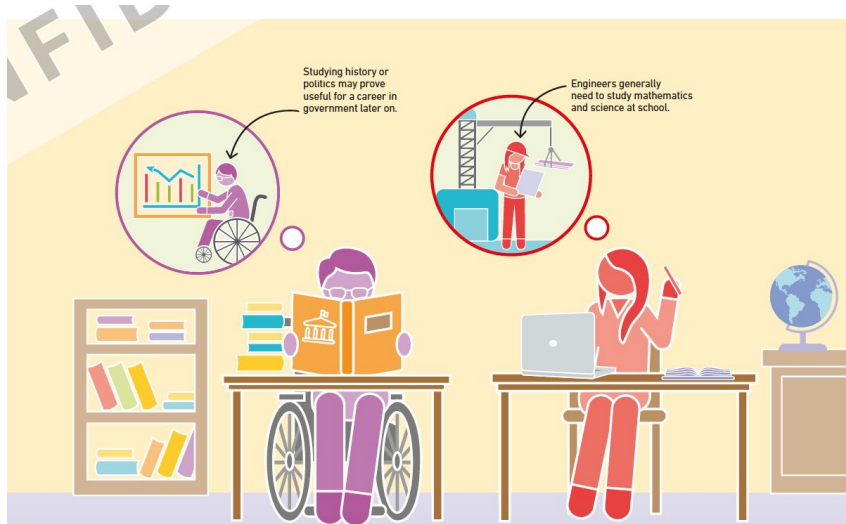
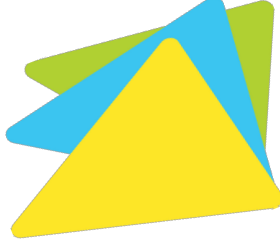


Visibility

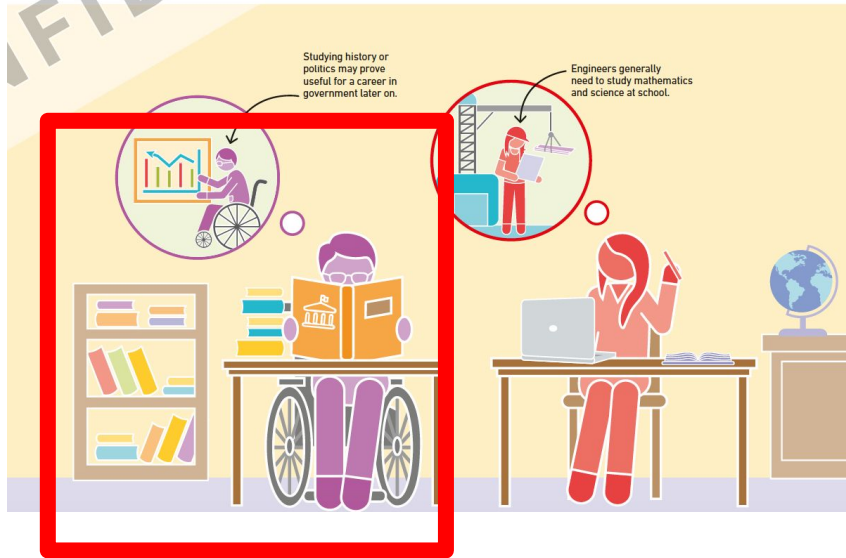
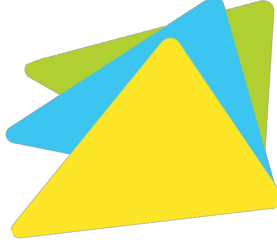
Let's take a look at what are the most common ways to represent disabilities currently?



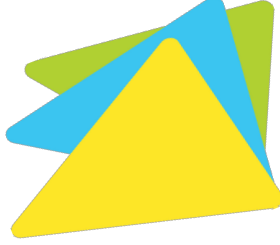
How are we represented in the books?



How are we represented in the books?



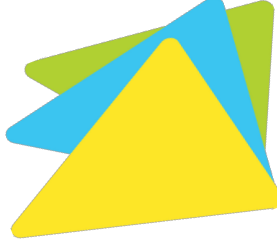
How are we represented in the books?



What about 'invisible' disabilities?

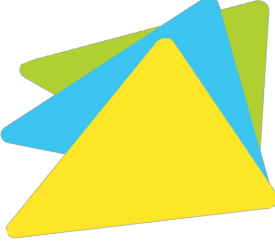


How are we represented in the books?



Various young adults showcasing how people can be different—both in terms of their culture, physical appearance and ability, but also their likes and dislikes.

How are we represented in the books?

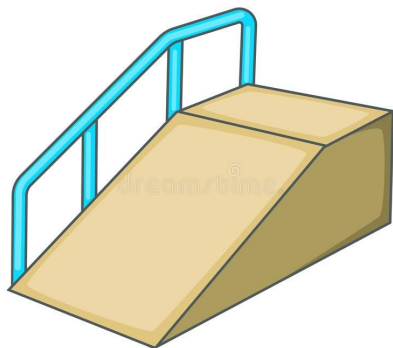
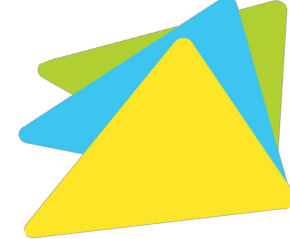


On the days when Jill is feeling sad or angry, she spends all her time in the library watching the light dance on the pages.

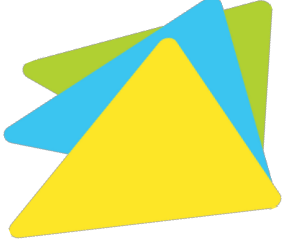
Ryan and Priyanka didi have made a quiet den in a dark corner where Ryan reads with a torch.

Credit: Pratham Books' StoryWeaver platform

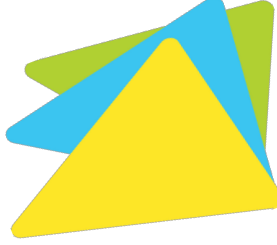
Using accommodations to represent different needs



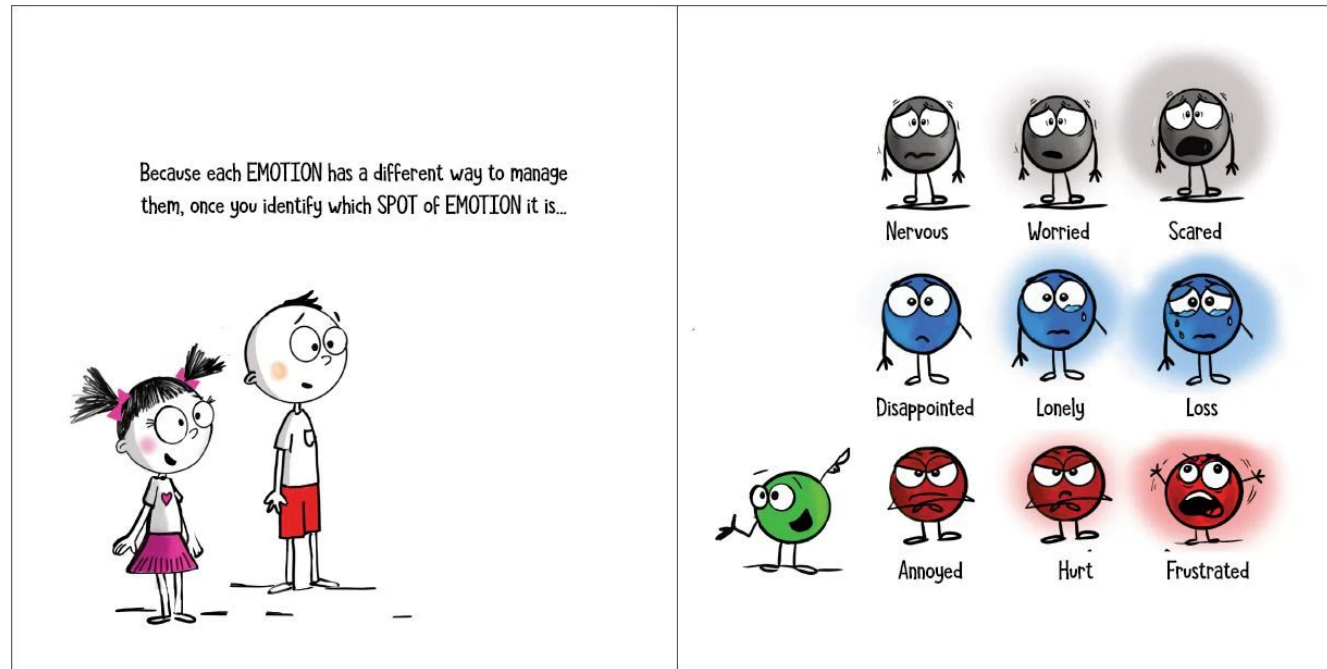
How are we represented in the books?



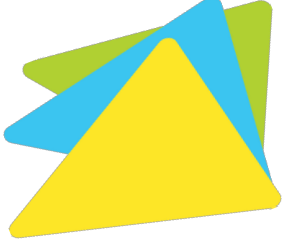
Normalizing idiosyncratic character traits even without any label or disability



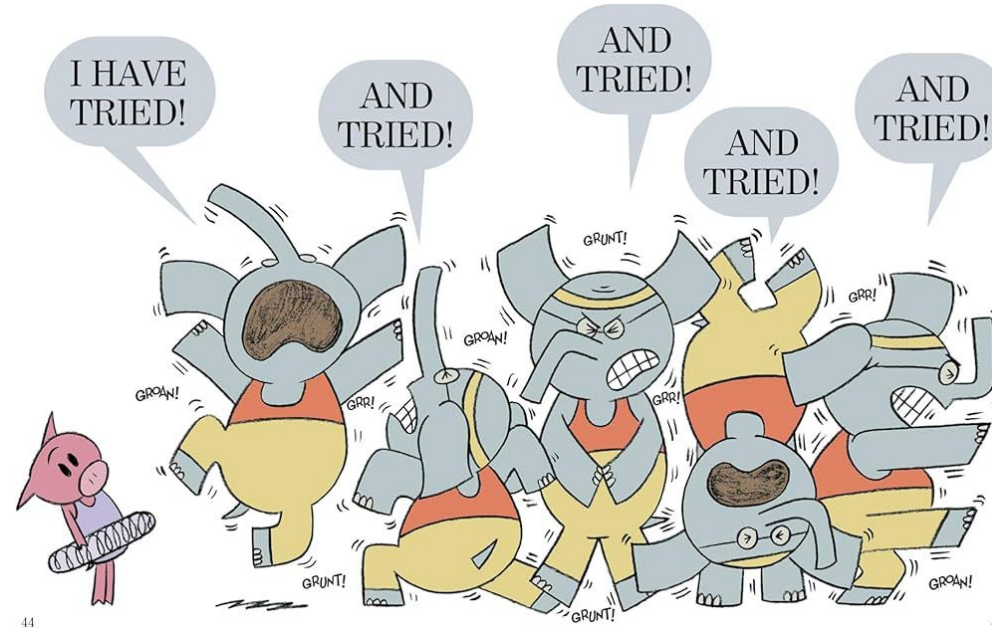
Applying a social emotional lens



Exposing our learners to a range of expressions.
Characters depicting different intensities of emotions can
be relatable to a wider audience.

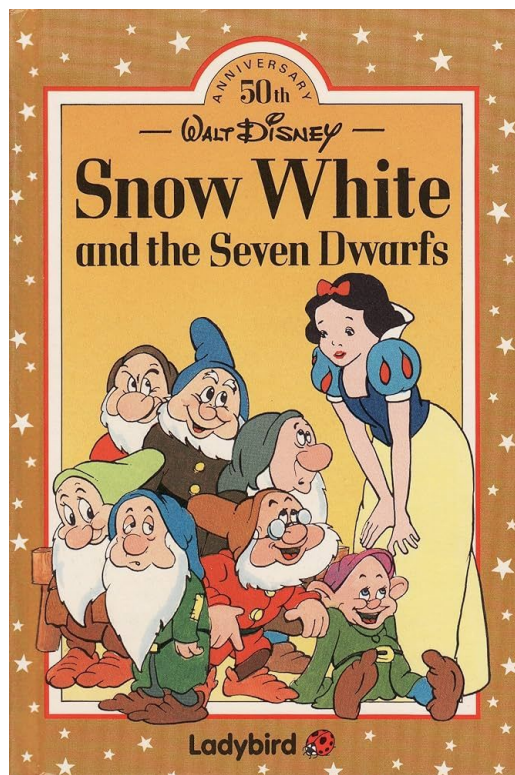
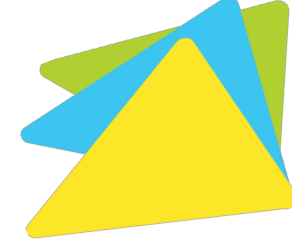


Applying a social emotional lens



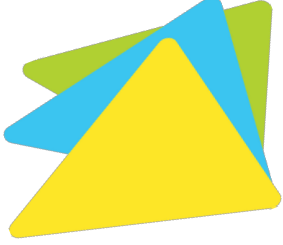
Depicting a variety of expressions to emotions normalizes range in expression, and represents our neurodiverse population.

Applying a social emotional lens



Emotions of secondary characters for perspective taking.
Visibility can happen across the page and without the spotlight

Inclusion

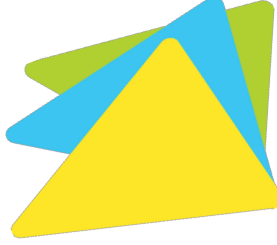


VISIBILITY

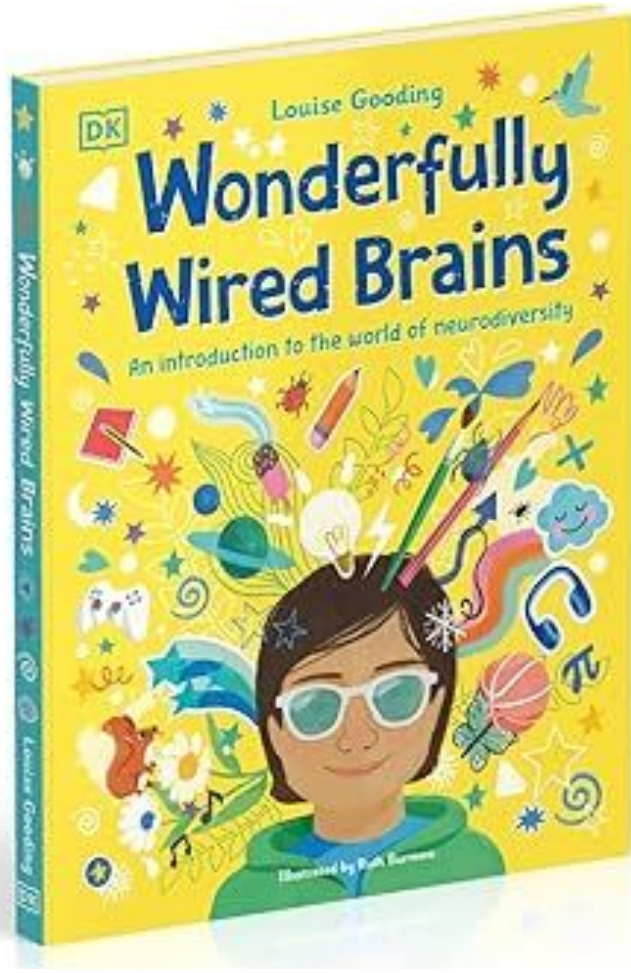
INCLUSION

ACCESSIBILITY





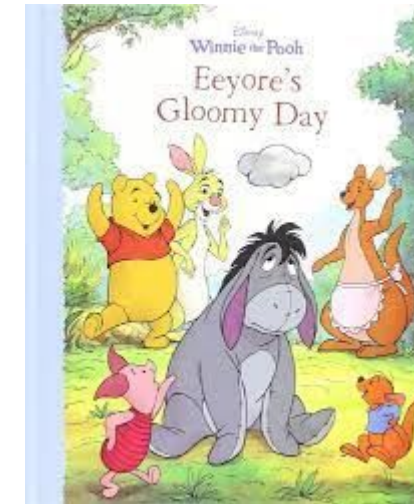
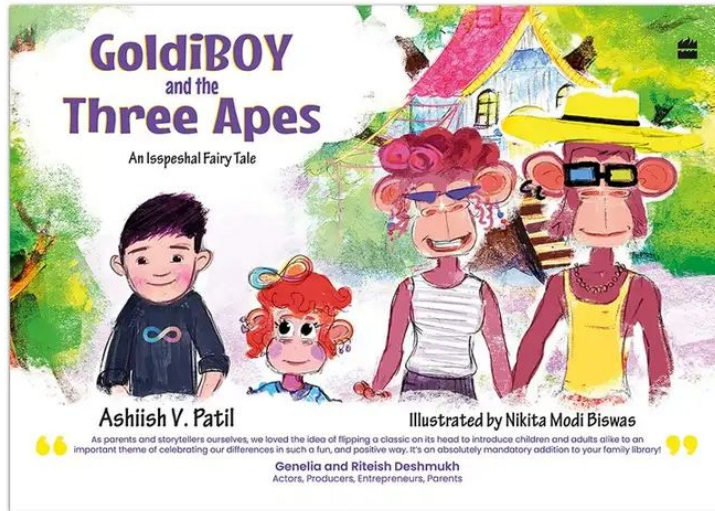
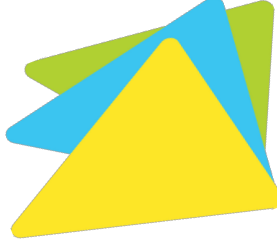
More books about us, for us



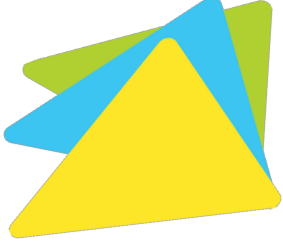
A wonderful depiction of:

- Key concepts and facts
- Illustrating diversity
- Making the content palatable

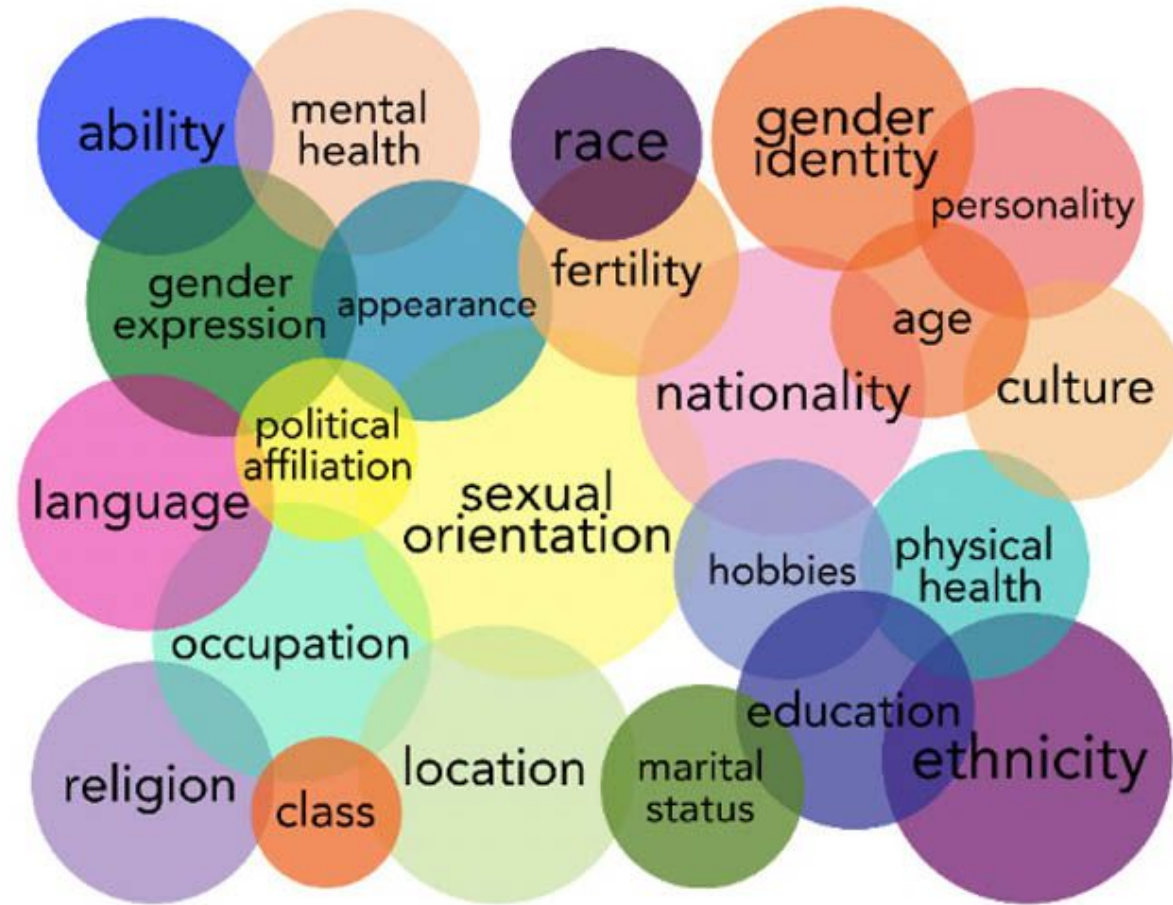
More books about us, for us

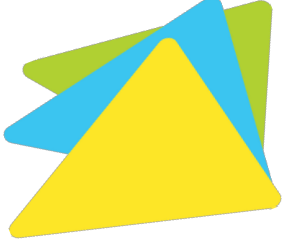


Books representing neurodiversity, may explicitly state so, or covertly provide character traits. The important part is to represent diversity.



Not just one narrative!





“Prepare the child for the world, and
the world for the child”

