

Beyond-Neurodivergence

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Background Research

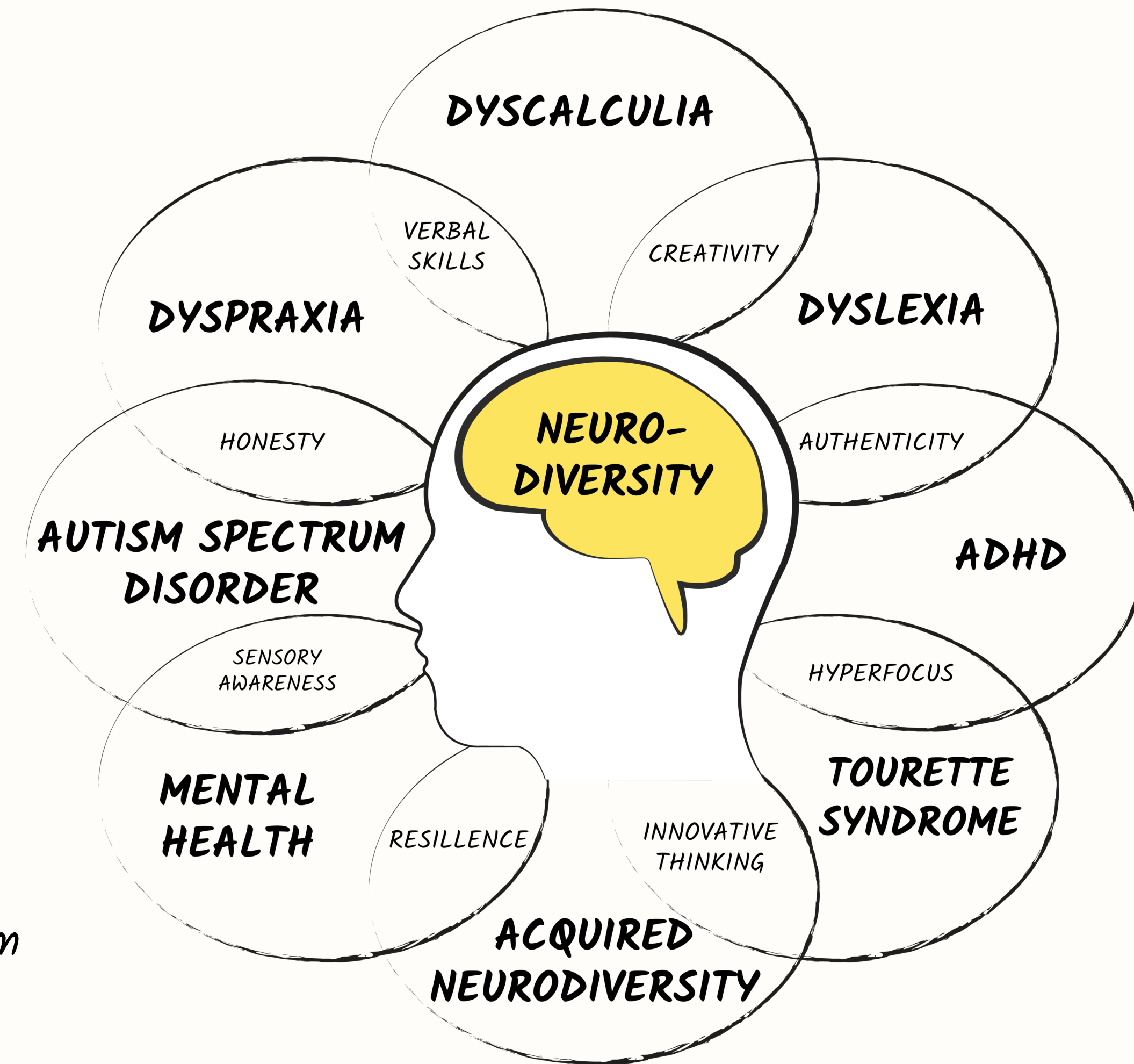
A thick, horizontal yellow brushstroke underline that tapers at both ends, positioned directly beneath the text.

What is Neurodivergence

Neurodivergence is a term that refers to the natural variations in the human brain and neurological development.

“Neurodiversity is not just a matter of social justice, it is a matter of human rights.” – Judy Singer

Neurological differences had often been viewed as disorders, but the term neurodiversity was created to put emphasis on the unique strengths and perspectives that neurodivergent individuals contribute to our society.



Statistics

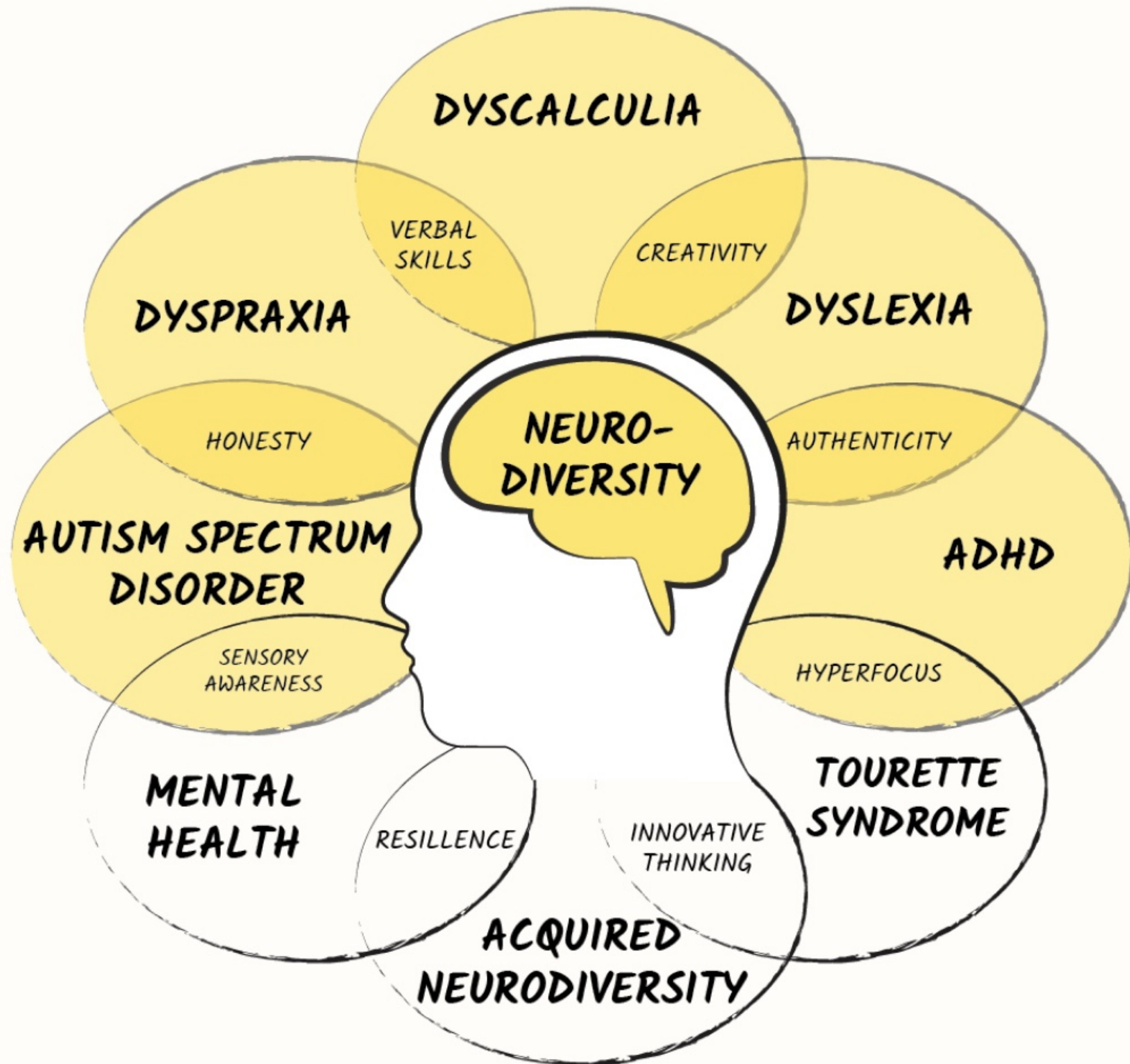
In the UK, 15-20 percent of the population is neurologically divergent, thinking and learning differently from typical. This equates to **13 million** people, **700,000** of whom have an autism spectrum condition and **2 million** have dyslexia. Neurodivergences also include ADHD, Numeracy Disorder and Dysgraphia, etc.

MISDIAGNOSIS

- *Gender-biases can infiltrate diagnostic biases.*
- *Compensatory strategies mask symptoms.*
- *Neurodivergent conditions can present differently in women. In boys, hyperactivity, disruptiveness and fidgeting have become well-known stereotypical characteristics of ADHD, but women are more likely to internalise their symptoms.*

LATE DIAGNOSIS

- *the most common age for women to be diagnosed with ADHD is late 30s to early 40s, compared to aged 7 for boys.*
- *For every woman diagnosed with autism spectrum condition, roughly 3 to 6 men are diagnosed.*
- *The ratio of boys to girls with ADHD is about 3:1 in childhood and closer to 1:1 in adulthood, suggesting that women are underdiagnosed in childhood.*



RCA NEURODIVERSE SOCIETY



FRIENDS & FAMILY

MIS-UNDERSTOOD
MISSED OPPORTUNITIES
GENDER BIAS
LACK OF AWARENESS
ANXIETY
DEPRESSION
TRYING
TO 'FIT IN'



SHEILA,
63

HESTER,
38

KIRSTY,
28

JENNY,
50

I started university. loved the course yet really struggled. I was assessed by a psychiatrist, He said he thought I might be autistic, but that a formal diagnosis would take upto 2 years.

I got diagnosed at 63.
I've gotten myself into situations I shouldn't be in, like I've had 6 car crashes. YOU KNOW THERE'S SOMETHING BUT DON'T KNOW WHAT.

My name is Jenny.
I'm 45. I'm from oshawa, ontario. I was diagnosed on the spectrum at the age of 35. As a child, I had symptoms but no awareness at all.

you learn to suppress who you are so that you can look like a normal person. But then I had a baby & all that extra pressure, I had a nervous breakdown.

RESEARCH QUESTION

*How might we understand experiences, strengths, challenges, and accommodations related to neurodiversity in art schools and the creative industry.**

**This will provide a foundation for understanding the intersection of neurodivergence and creative practice and offer recommendations for fostering inclusion and support for neurodivergent individuals in these contexts*

research scoping

ethics review outcome

delivering research

Design Research Plan



Yes

Human research ethics review



No

Reject

Yes

RCA Ethics Committee

Nature ethics review

No

Revising research questions

Yes



No



Yes



Yes

Begin Research

Debriefing: aims of the study
Any potential dangers
Use of the data collected


Maintaining confidentiality and anonymity of the participants in the study

Informing participants their ability to withdraw at any point of the study

Biases & assumption during data collection & analysis can affect the results

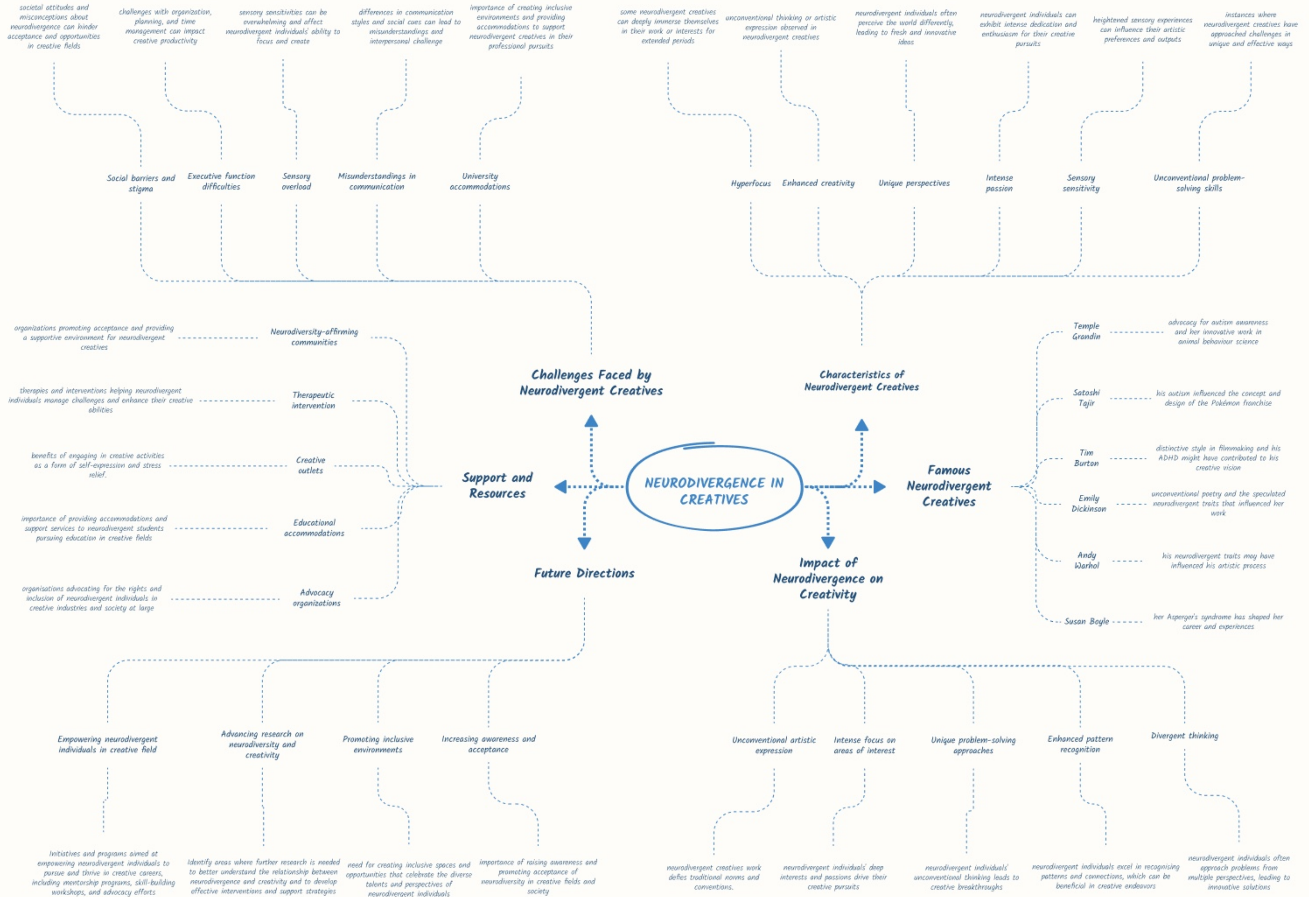
Low/ Medium risk

Analysis & ideation

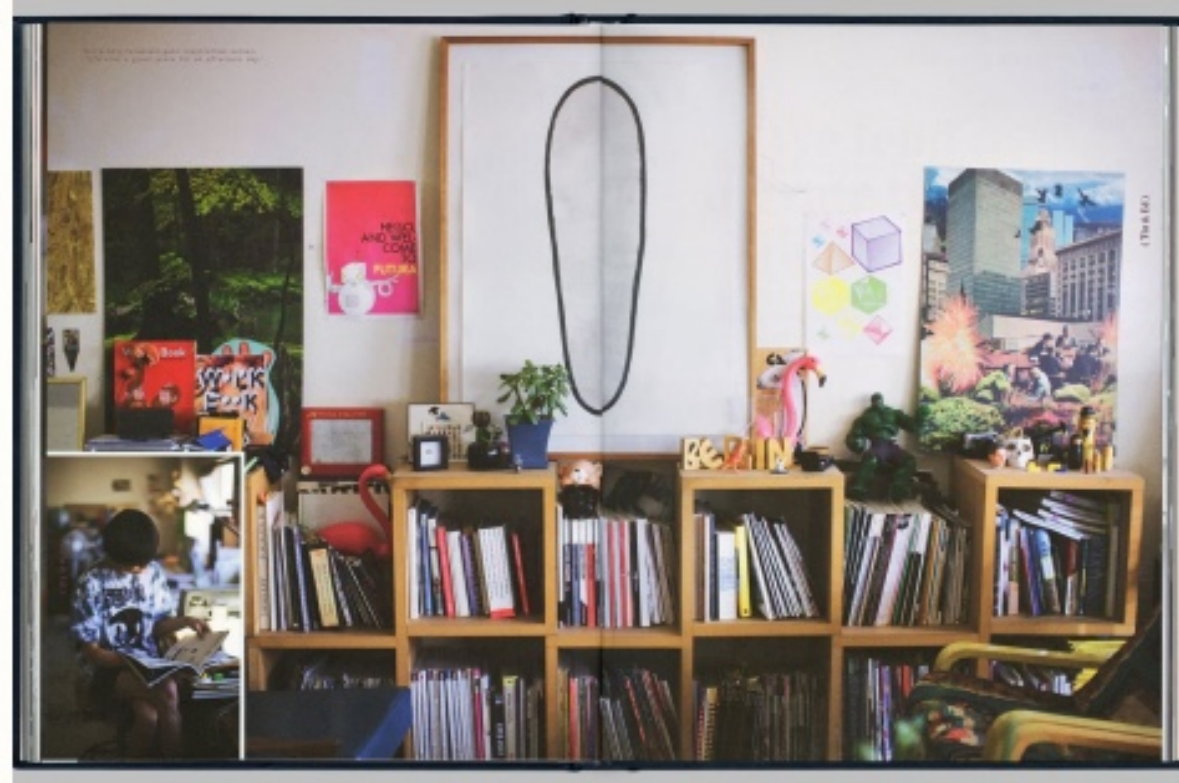
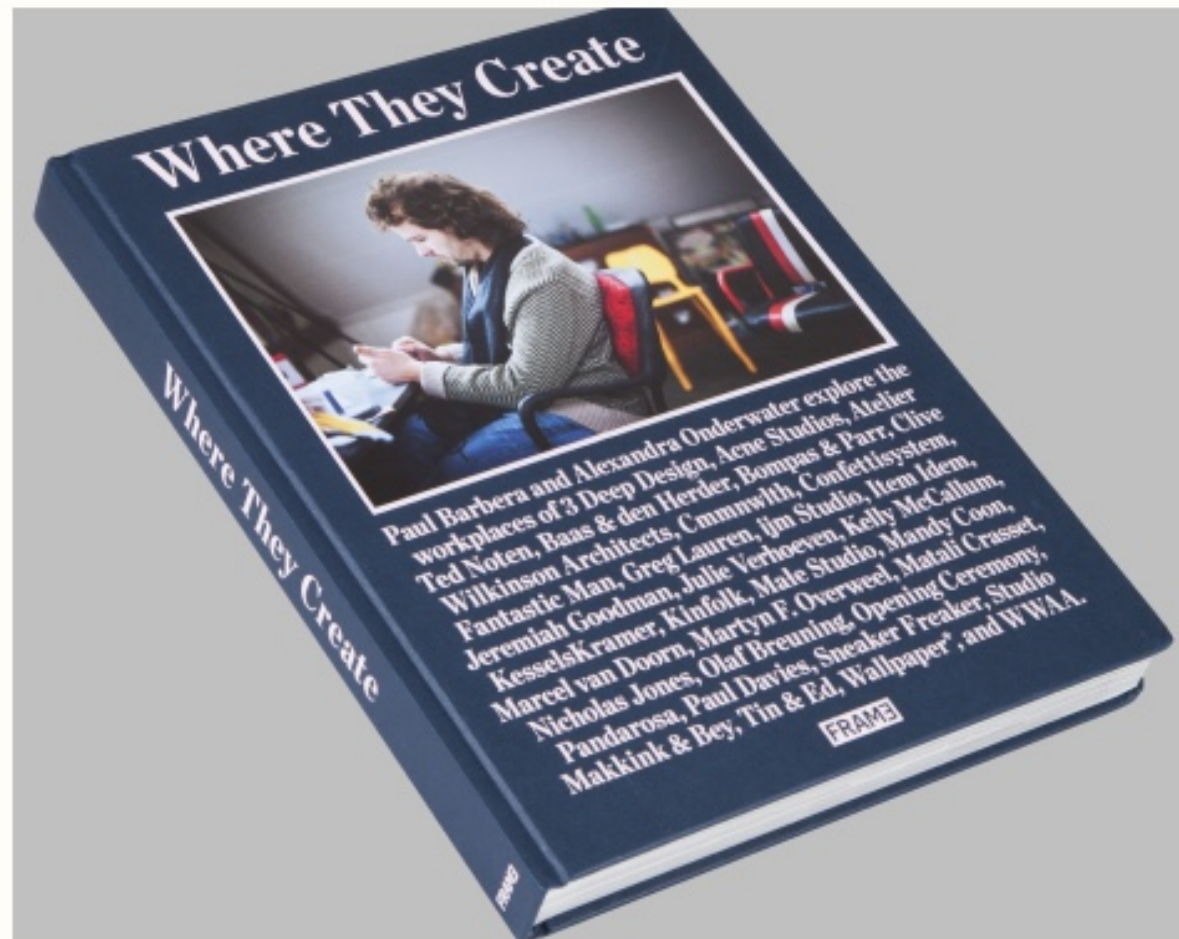


Mindmap

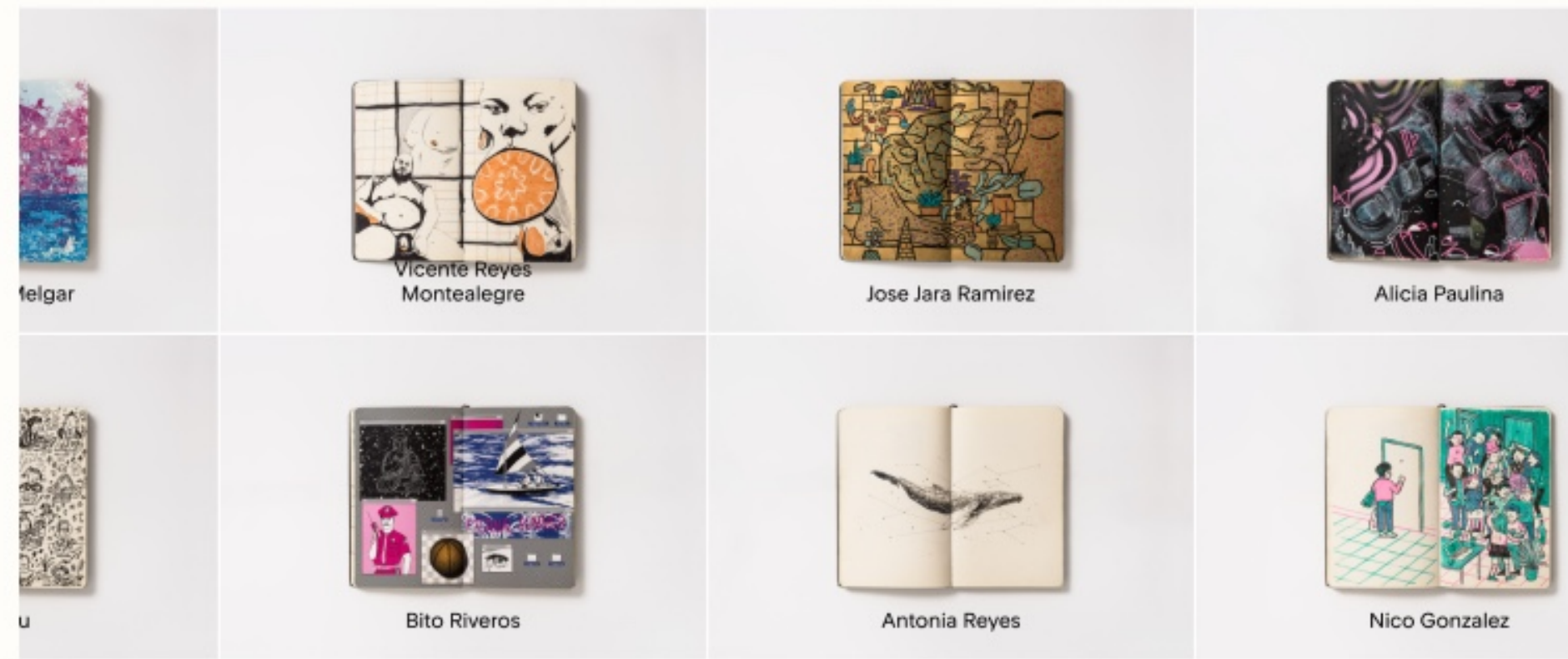
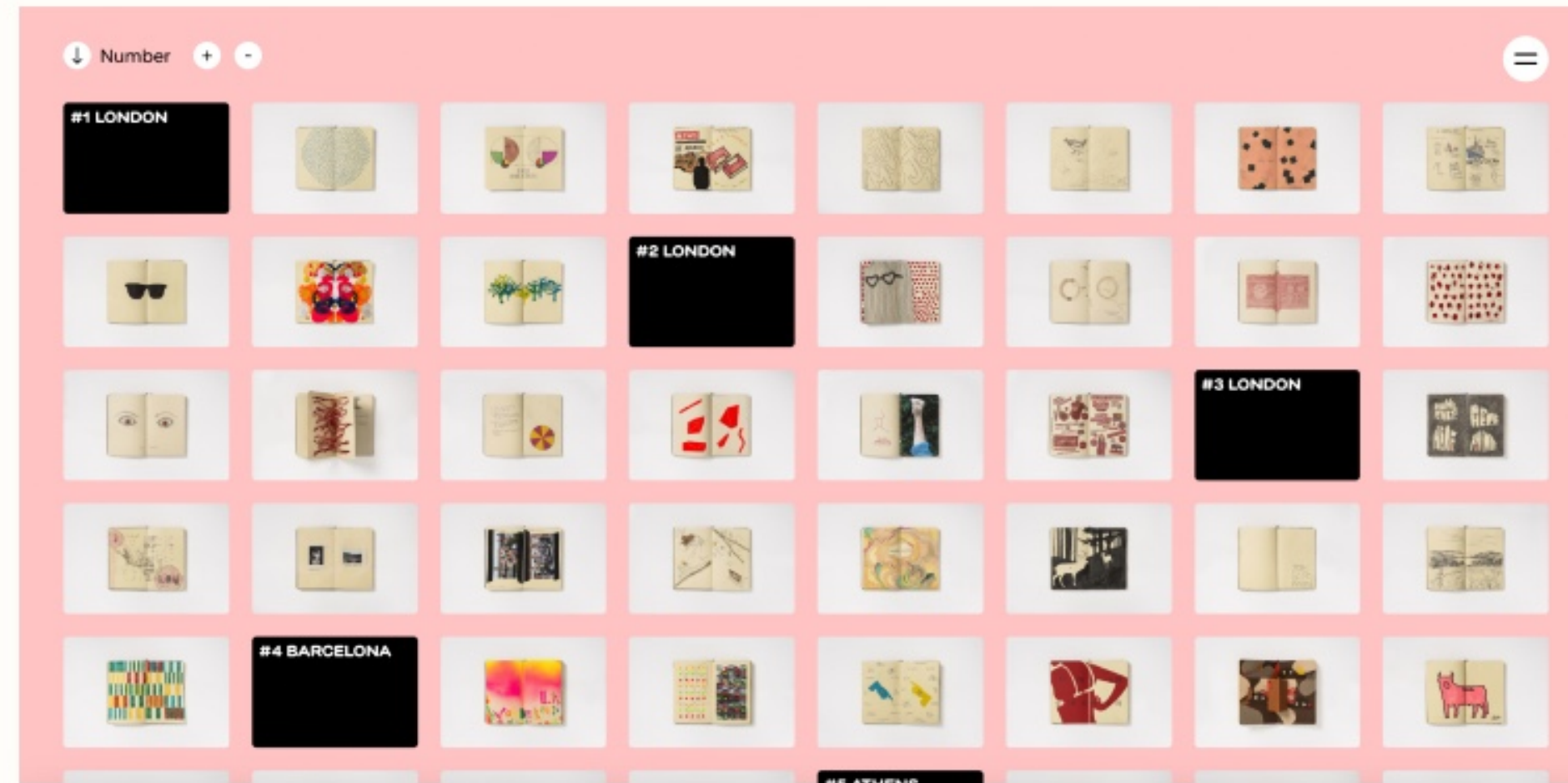
Defining the problems and situation of the neurodivergence in creatives.



Workspaces + Sketchbooks



"Where They Create" by Paul Barbera- publication centred around the work spaces of creatives around the world



Two Pages Project- A series of sketchbooks that are shared between designers, illustrators and artists around the world to contribute to

Everything We Touch



PAULA ZUCCOTTI

Storytelling through objects portrayed through a single photograph of every object they touched in a day.



This creates a time capsule of the person's **everyday life, habits, needs and desires** with regards to everyday interactions.

BARRY ROSENTHAL

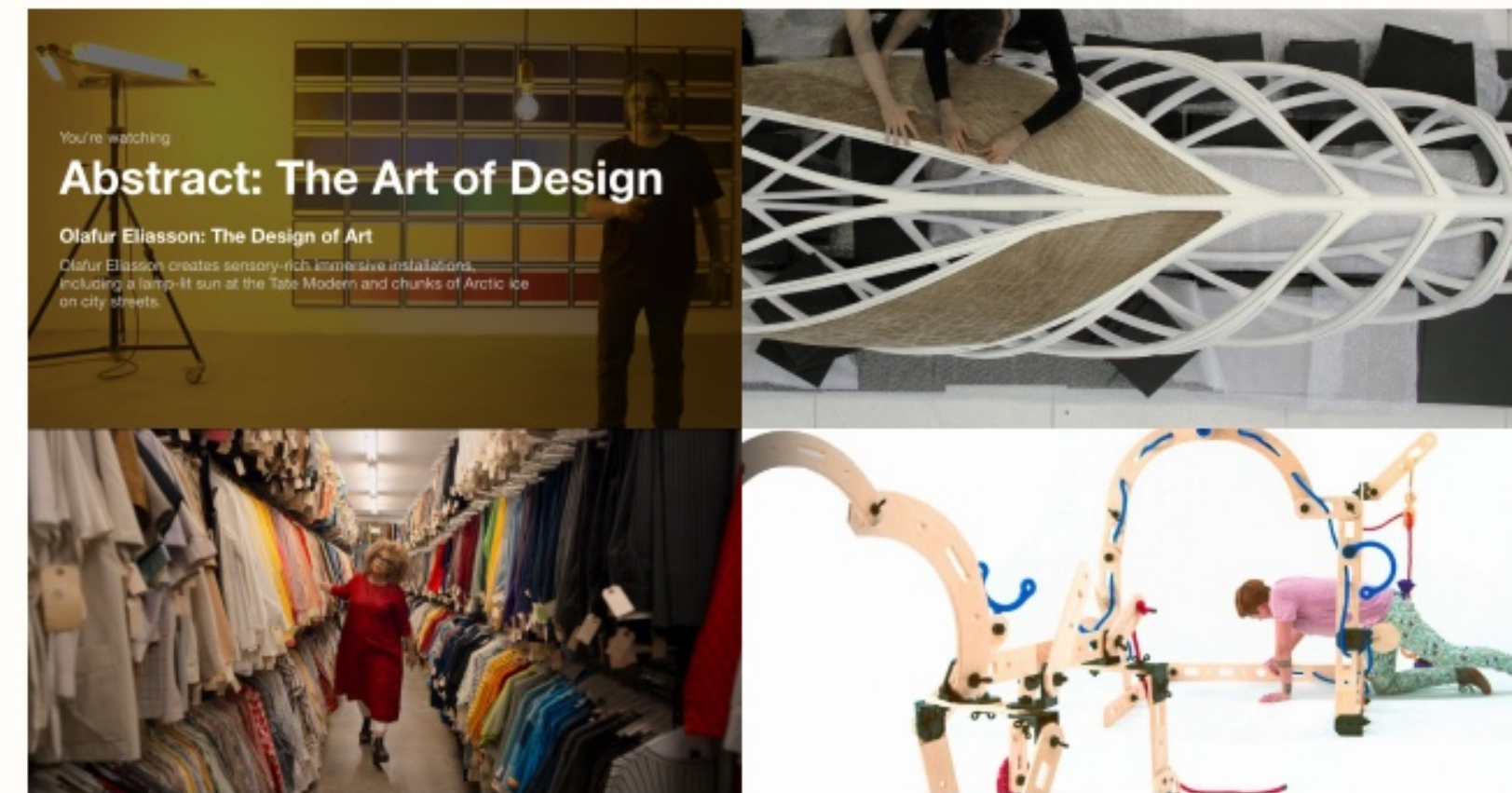
JIM GOLDEN

Possible Outcomes

Website



Documentary



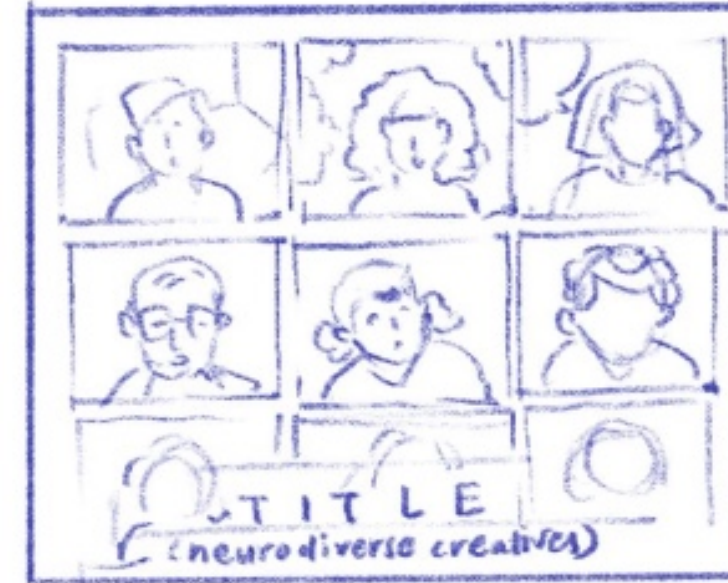
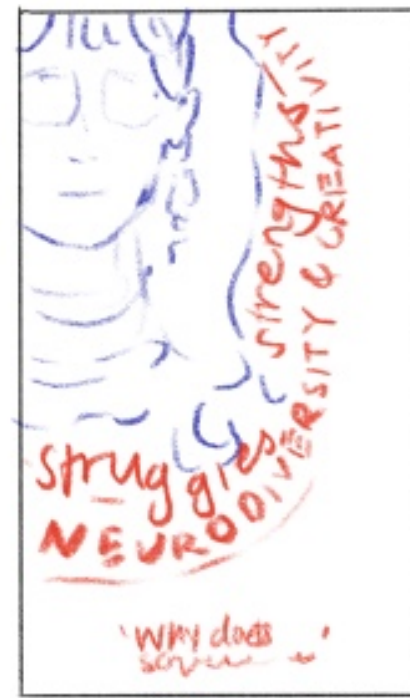
Publication

Horrid Covid- A Novel Zine

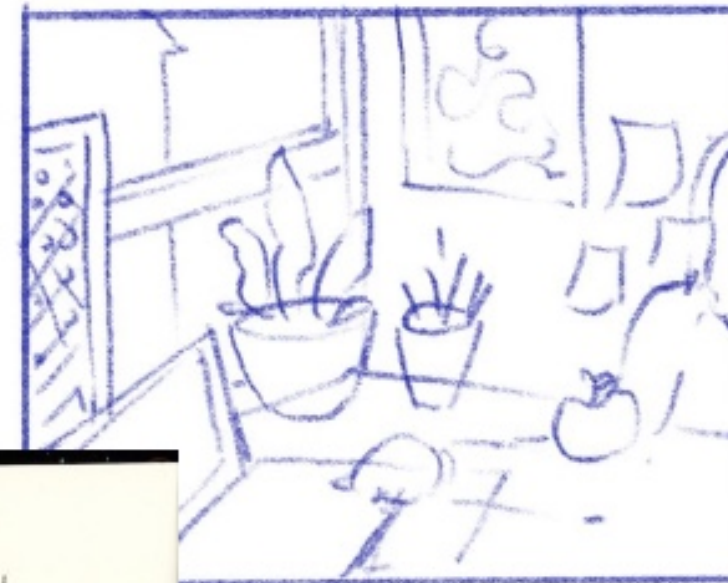


Ideation

about the artists / ARTIST PORTRAITS



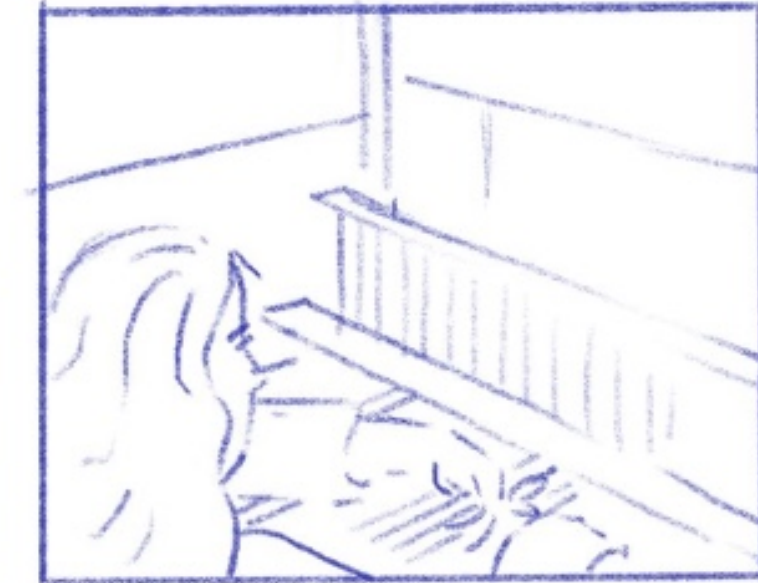
works paces & creatives



workspaces



peculiar habits, creative interests.



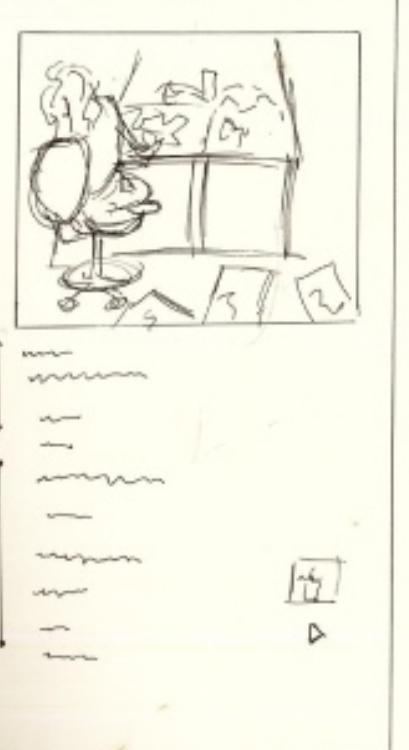
following artists as they work.

Across RA Sketch of potential zine outcome



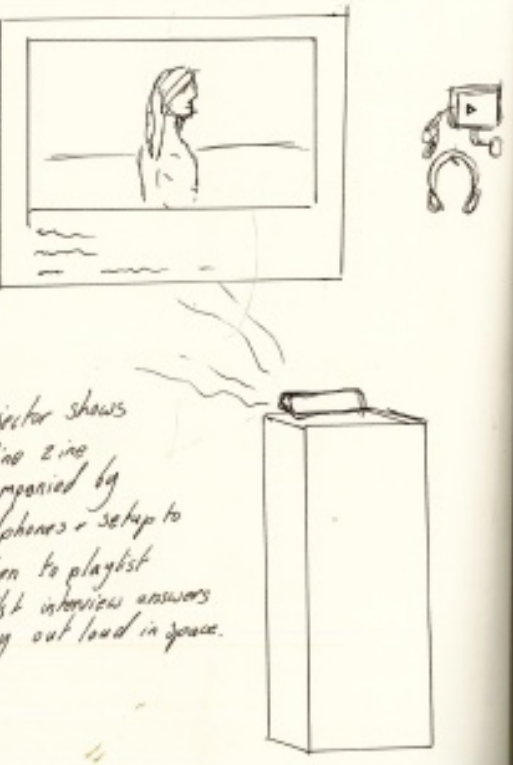
Landing page videos of neurodivergent artists play at different speeds based on data of time spent

Click through page - individual artist videos and interviews play



Timeline of tasks complete during observation Playlist of music could be included

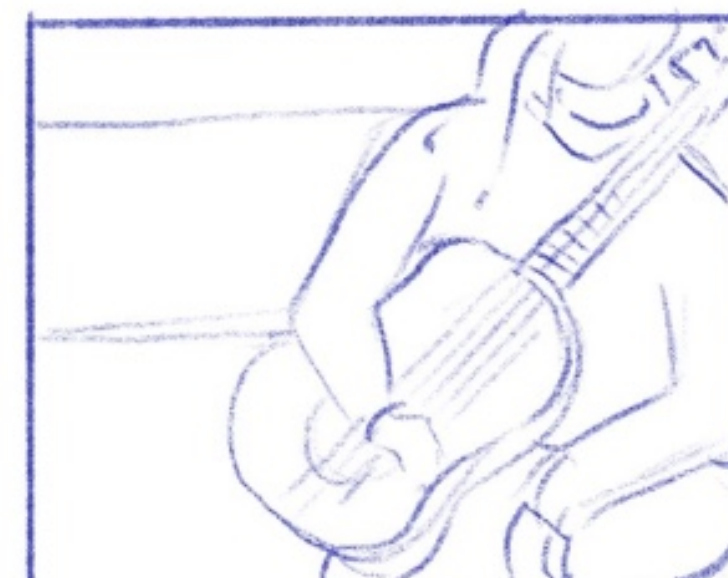
Potential Set up as installation



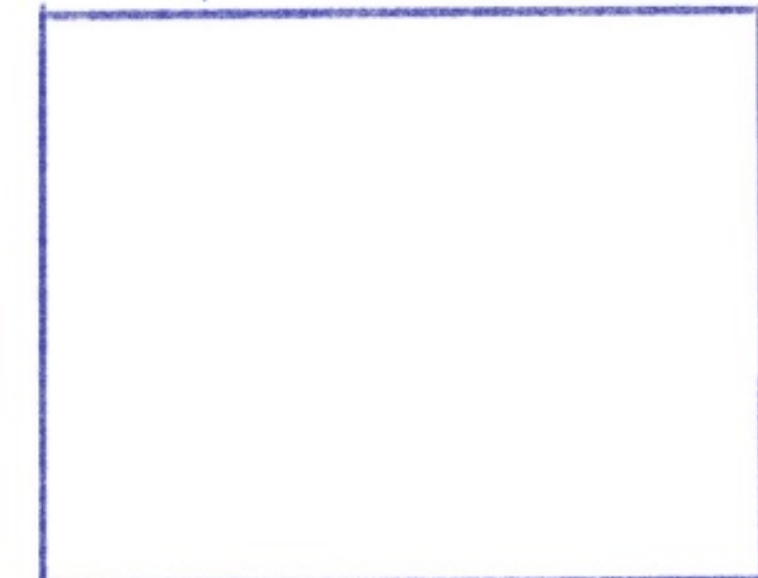
Projector shows online zine accompanied by headphones - setup to listen to playlist whilst interview answers play out loud in space.

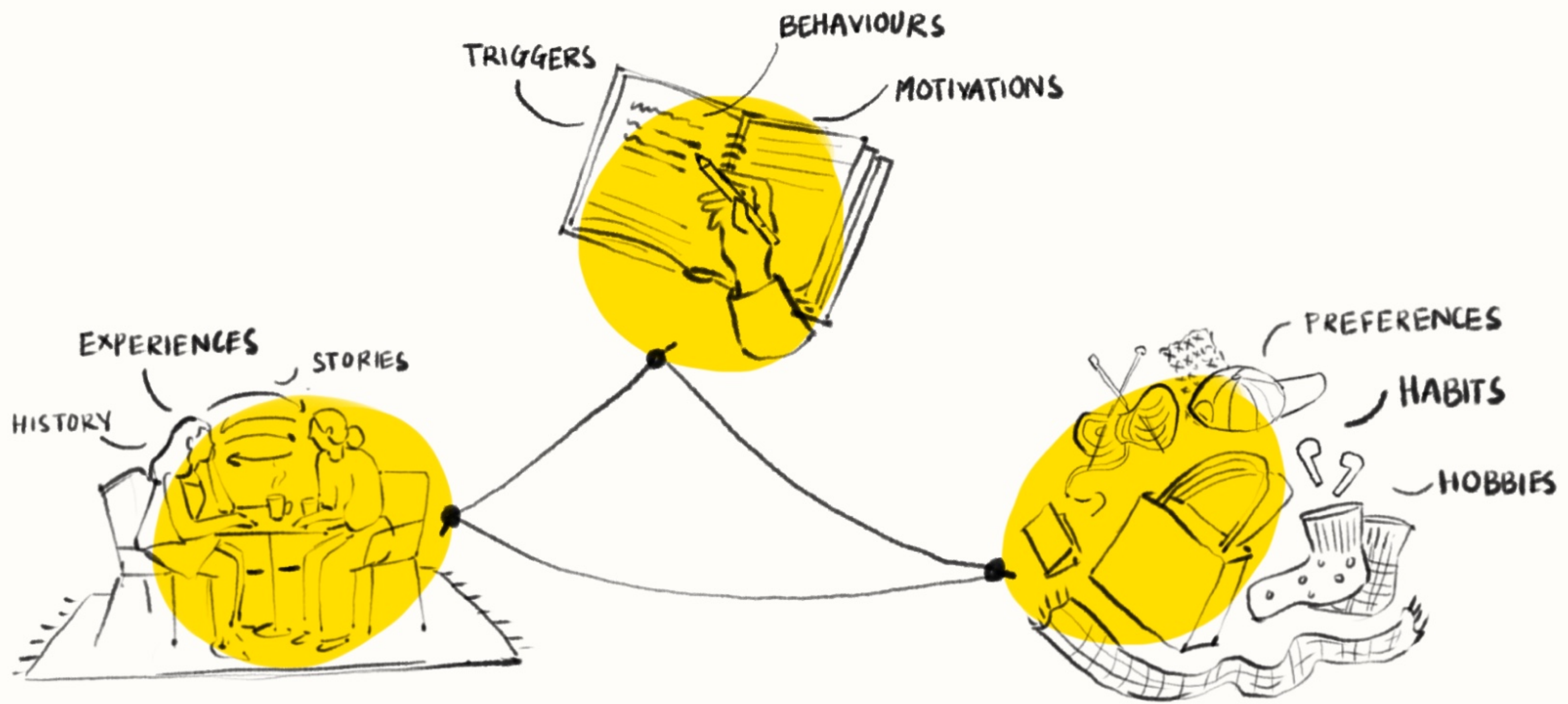


starting work



other creative pursuits





Deliverables



Interview Script

Clip of interview of the participants in their workspace answering the questions below.

Interviewer: Hi, Can you please **state your name**, the **type of neurodivergence you have** and **what you are studying at the RCA**.

1. At what age were you diagnosed with your neurodivergence?
2. How did you feel after getting your diagnosis?
3. How is your daily life affected because of your neurodivergence diagnosis?
4. Do you have any creative hobbies that you have pursued or are pursuing?
5. How do you feel when you are pursuing those hobbies?

Cut to clip of participants working in their practice

6. At what age did you pursue *what you are currently studying*?
7. What led you to pursue what you are currently studying?
8. How does your neurodivergence influence/ contribute to your creative practice?
9. Are there specific aspects of your neurodivergence that you feel contribute positively to your artistic expression?
10. Have you found that expressing yourself through your practice has helped you connect more with other people?

Break from Interview

11. What does the timeline of submitting an assignment look like for you?
12. What happens when the timeline of a project you are working on changes?
13. What has your experience been like reading books in daily life?

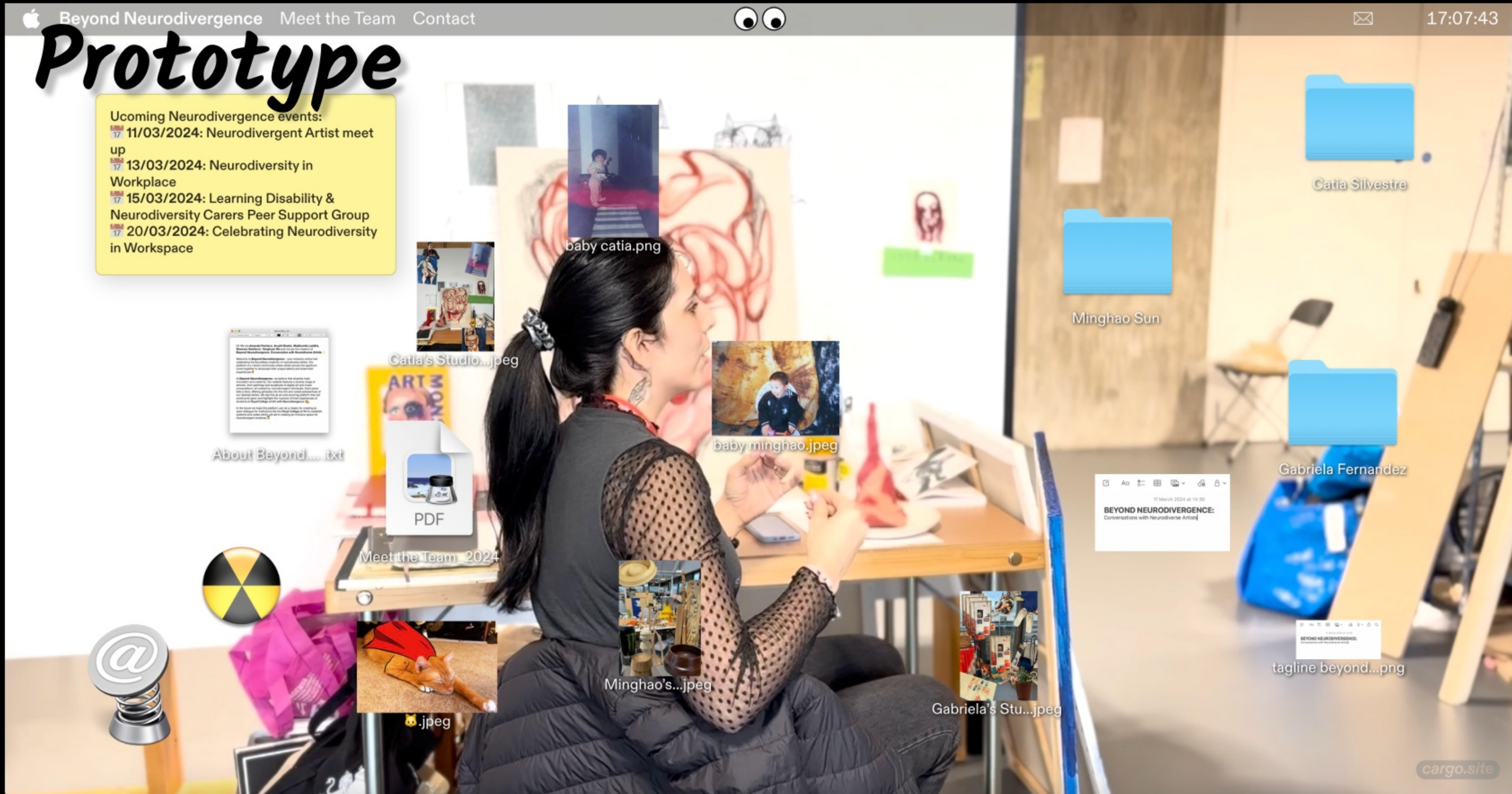
17. Are there specific tools or strategies that have helped you navigate as a student in the RCA?
18. In what ways has RCA supported you and other neurodivergent students?
19. What are some challenges that you have faced as a neurodivergent student in the RCA/ art school?
20. In your opinion, what more can art schools do to foster inclusivity for students with neurodivergence?
21. What advice would you give to other neurodivergent individuals who are considering pursuing a creative education?
22. What advice do you have for someone with neurodivergence, who is looking to work in the creative industry?
23. In your opinion, how can we create a broader community engagement to support people with neurodivergence in the creative field?
24. What are your future career goals?

Filming Process



We interviewed three people according to the interview script, and documented the process through filming





<https://beyond-neurodivergence.com/>



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