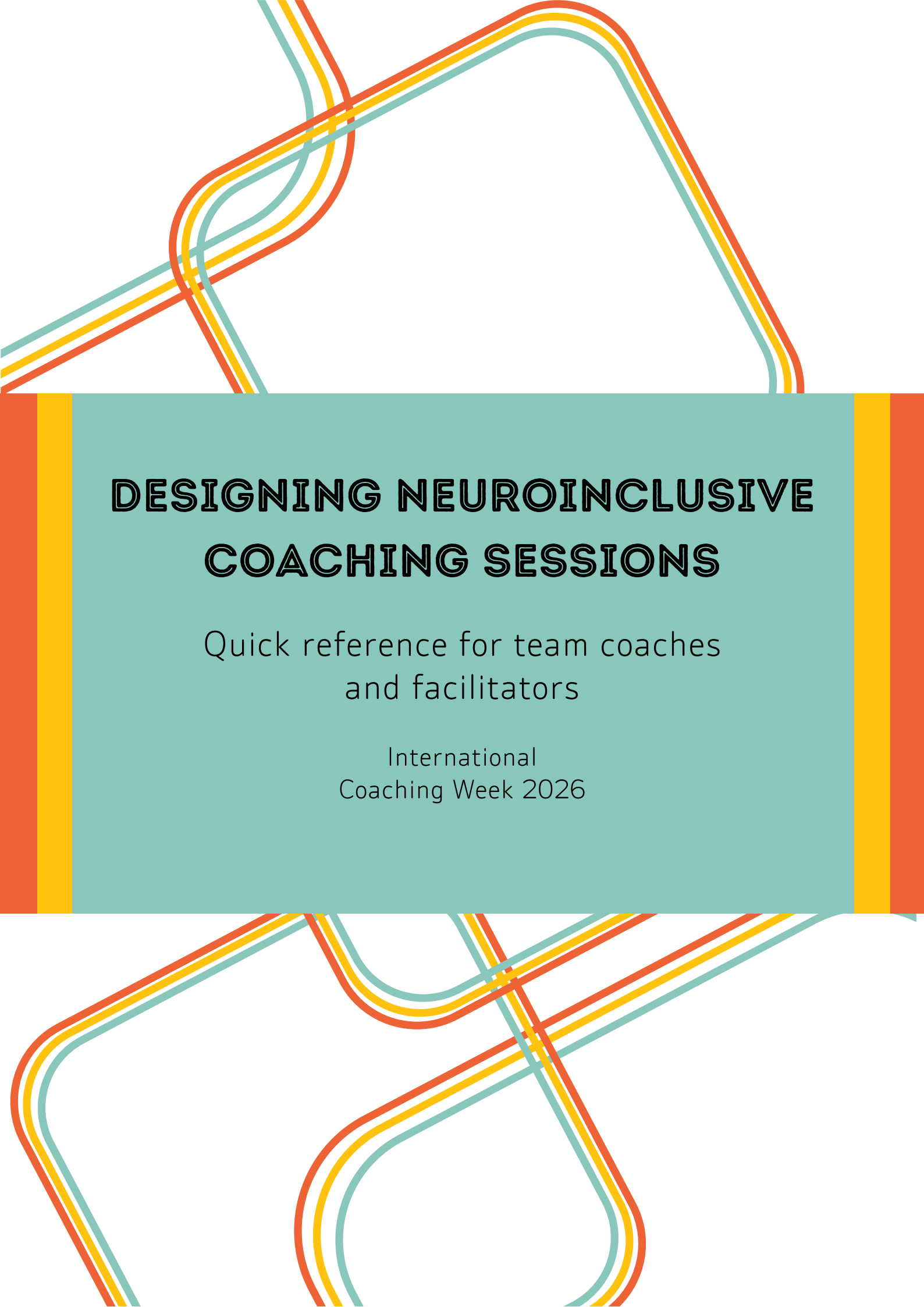




DESIGNING NEUROINCLUSIVE COACHING SESSIONS

Quick reference for team coaches
and facilitators

International
Coaching Week 2026

SESSION STRUCTURE

State the agenda explicitly at the start.	"We have 90 mins: reflection, pair work, share-back" Avoid ambiguous openings. No surprises [Autistic] [ADHD] [AuDHD]
Keep the agenda visible throughout the session.	Display on screen for the full session. Point to it at every transition. [Autistic] [ADHD] [AuDHD]
Announce transitions 2 minutes before they happen.	"We're wrapping this up shortly" — never switch abruptly. [Autistic] [ADHD] [AuDHD]
Send materials 24 hours ahead.	A one-page visual of any framework used lets participants engage without reading under pressure. [Autistic] [ADHD] [AuDHD] [Dyslexia]

This tool is a starting point, not a checklist. Every person is different — when in doubt, ask the team what works for them.

PARTICIPATION AND CONTRIBUTION

Normalise opting out — every session, stated upfront.	"Pass or 'still processing' is always fine. I will never cold-call anyone." [Autistic] [ADHD] [AuDHD]
Always offer at least two ways to contribute.	Verbal, written, drawn, physical, or recorded — always provide a non-verbal alternative. [Autistic] [ADHD] [AuDHD] [Dyslexia]
Build in silent processing time before group responses.	"Take two full minutes before anyone shares — I'll keep time." Silence is not disengagement. [Autistic] [AuDHD]
Use pair work before full-group sharing.	5 min solo → 10 min pair → 5 min share-back. Presence of others aids focus (body-doubling). [Autistic] [ADHD] [AuDHD]

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LANGUAGE AND INSTRUCTIONS

Use concrete, specific questions — not open-ended prompts.	Replace "how does the team feel?" with "what is one thing working well, and one thing unclear?" [Autistic] [AuDHD]
Define metaphors and analogies literally before using them.	If using a weather check-in, explain each option: "Foggy = uncertain — there's no wrong answer." [Autistic] [AuDHD]
Give verbal and visual instructions — not dense text on a slide.	Walk steps out loud. Leave only a 3-word summary on screen (e.g. Reflect → Pair → Share). [Autistic] [ADHD] [AuDHD] [Dyslexia]
Avoid hints, sarcasm, or unwritten social rules in facilitation language.	Say exactly what you mean. Implicit expectations create friction for the whole group. [Autistic] [ADHD] [AuDHD]
Do not use abbreviation	Say the full word or write out the abbreviation on a white board. [Dyslexia]

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SCALING AND CHECK-INS

Replace 1–10 scales with labeled anchor options.	"Not at all / Somewhat / Mostly / Fully" or a visual spectrum with descriptors at each end. [Autistic] [ADHD] [AuDHD] [Dyslexia]
Use physical or spatial responses where possible.	Ask participants to stand on a spectrum in the room, or place a card. Active beats abstract. [Autistic] [ADHD] [AuDHD]
Use a visible countdown timer for all timed activities.	Project it on screen. Time blindness makes invisible time a source of real anxiety. [ADHD] [AuDHD]
Name the emotional register of an exercise before it begins.	"This may surface frustration — that's expected. Stepping out is always fine." [Autistic] [ADHD] [AuDHD] [Dyslexia]

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FEEDBACK AND PSYCHOLOGICAL SAFETY

Set explicit fairness rules before any feedback exercise.	"Everyone gives and receives equally. Nothing shared here leaves this room." [Autistic] [ADHD] [AuDHD]
Frame misses as data — not failure.	"What got in the way?" not "Why didn't this happen?" Avoid shame-based framing entirely. [Autistic] [ADHD] [AuDHD]
Walk through any written rating tool verbally before use.	Read each item aloud before anyone fills it in — never assume reading speed or comfort. [Autistic] [ADHD] [AuDHD] [Dyslexia]
Allow voice notes or verbal capture instead of written reflection.	"Capture thoughts by writing, drawing, or a 60-second voice note — your choice." [Autistic] [ADHD] [AuDHD] [Dyslexia]

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