Gender and Neurodiversity in Coaching

June 2024



Introductions

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Harvard Law School Theatre and Biopsychology

ND: Profoundly Gifted & ???

Mom of neurodivergent kids

Dancer

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US: Austin via Chicago

PhD Human Development MA Human and Organization Systems

ND: Highly+ Gifted & ADHD

Aunt of neurodivergent kiddo

Dancer



Designing our alliance: aka housekeeping

We commit to:

- •Delivering as much value as we can during the time we have together
- Doing our best to answer your questions while prioritizing the whole group's learning

Can we get permission to:

- •Lecture quite a lot there will be a demo with group debrief and time for questions
- Ask for some people to come on mic and camera when it will serve the teaching
- Hold off on answering questions until we ask for questions

We ask that we all:
Give grace around language



Today's Agenda

- Activity
- Gender as a Social Construct
- How Gender shows up in Coaching
- How Gender and Neurodiversity-Inclusion Intersect
- Three key coaching competencies for working wisely with gender and neurodiversity
- Activity
- Q&A





Activity

- 1. Have gender issues shown up in your coaching practice?
- 2. Have you had clients bring coaching topics with challenges that intersect issues of neurodiversity and gender?





Gender as a Social Construct

Gender: A definition

Gender refers to the roles, behaviors, activities, expectations, and societal norms that a particular culture considers appropriate for individuals based on their perceived or assigned biological sex.



Biological Sex: A definition

Biological sex refers to the physical characteristics, such as reproductive anatomy and chromosomes, that typically categorize individuals as male, female, or intersex.



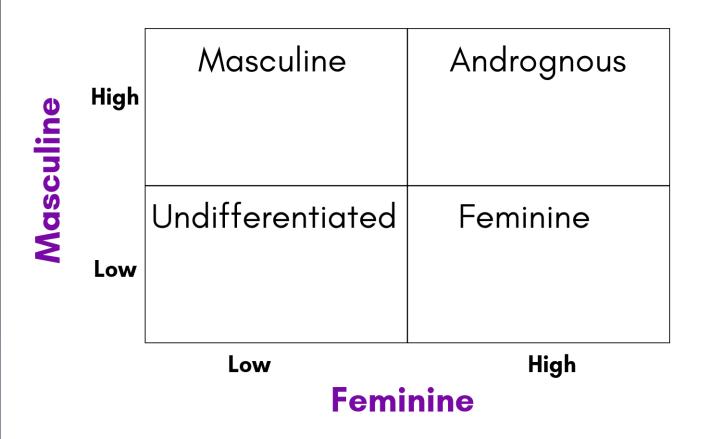
Gender Binary







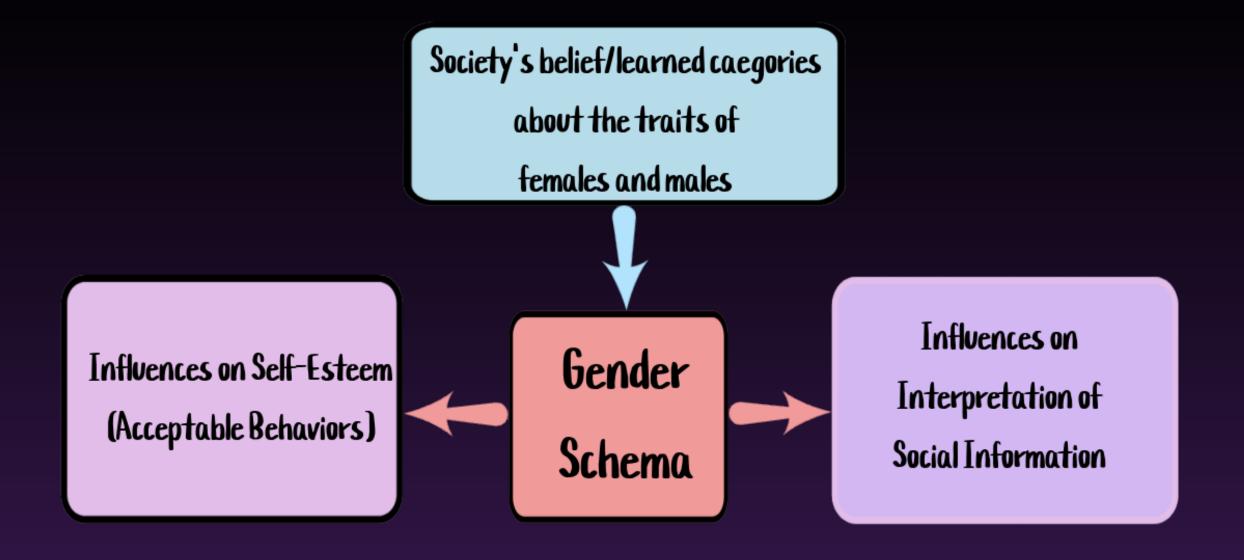
Gender Coordinates



Gender Essentialism

Gender essentialism is a non-evidence-based theory that posits that men and women are fundamentally different due to their biology.







How gender shows up in coaching

Coach Matching





Women taught to out boy the boys to succeed

Men who don't "do emotions"

Men who don't have close friends

"Because I am a man, I always jump to problem-solving" Gender-related Imposter Syndrome Men who have been given the blame for relationship problems by therapists

"Feminine" Leadership Women who won't hold boundaries

Glue work isn't promotable.

Boys used to be able to be angry

Mean Girls

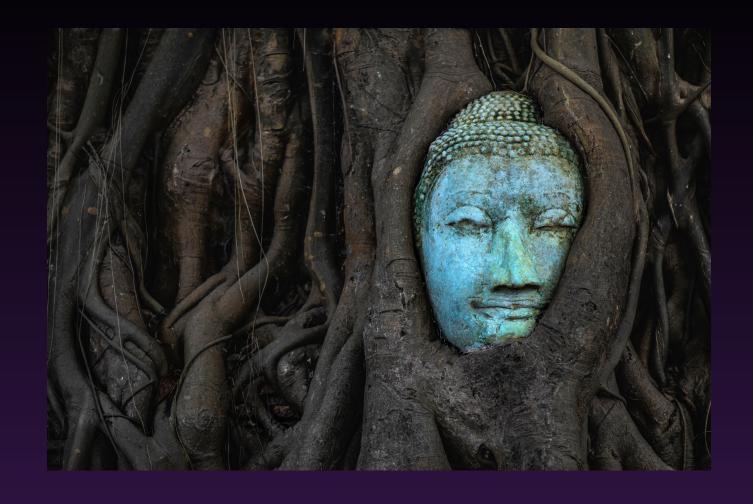
I'm so tired of doing all the emotional labour

Girls used to be able to be sad

Coaching schools have implicit assumptions







Coaches have embedded assumptions





How Gender and Neurodiversity-Inclusive Coaching Intersect







A society's gender norms create acquired neurodiversity through neuroplasticity.

Gender essentialist beliefs create a selffulfilling prophecy in which people continue to adhere to gender roles in ways that restrict the choices they make in their own lives



Intersectionality

Gender-norm-induced trauma plus neurodiversity-related trauma is more complex than either alone.



Gender norms affect understanding of neurodiversity and neurodivergence



Quality of Evidence from Research







Autism and Gender Non-Conformity





Three Key Coaching Competencies for Working Wisely with Gender and Neurodiversity



Trust and Safety



Coaching Mindset



Evoking Awareness



Activity

Key Takeaways

- Gender is a construct that limits people's access to their whole potential range.
- Neurodivergent individuals may have trauma from the intersection of neurodivergence and gender norms.
- Inclusive coaching requires the coach become self-aware and selfmanaging around gender norms and assumptions.



Upcoming Master Classes

Asynchronous Development in Neurodiversity-Inclusive

Coaching

July 8 at 11:30 am ET

July 9 at 8:00 pm ET

Neuroscience of Neurodivergence for Coaches: August 2024

www.neurodiversitycoachingacademy.com



What Questions do You Have?



