

## Leadership & Culture

- Do leaders openly discuss neurodiversity as a form of human variation?
- Is neuroinclusion included in diversity, equity, and inclusion strategies?
- Do we focus on strengths as well as support needs?
- Are neurodivergent individuals represented in decision-making processes?
- Do staff understand that different communication and learning styles are normal?

## Recruitment & Access

- Could a talented neurodivergent athlete, coach, official, or employee successfully navigate our application/intake process?
- Do we clearly explain expectations before tryouts, interviews, or selection events?
- Are instructions available in multiple formats (written, verbal, visual)?
- Are we unintentionally selecting for social skills rather than actual competence?
- Do we provide opportunities for people to demonstrate ability in different ways?

## Communication

- Are expectations communicated explicitly rather than assumed?
- Do we provide written follow-up after important meetings?
- Are schedules, changes, and deadlines communicated clearly and consistently?
- Do we avoid relying exclusively on indirect language, hints, or unwritten rules?
- Can participants ask clarifying questions without stigma?

## Learning & Coaching

- Do coaches and instructors use multiple teaching methods?
- Are skills demonstrated visually as well as verbally explained?
- Can participants access information at their own pace when needed?
- Do we distinguish between inability and different learning styles?
- Are strengths incorporated into development plans?

## Environment & Sensory Considerations

- Do we recognize that performance can be affected by sensory demands?
- Are there spaces available for recovery from sensory overload?
- Have we considered noise, lighting, crowding, and other sensory factors?
- Can participants access sensory supports if needed?
- Are environmental expectations predictable?

## Training & Competition Design

- Are routines and schedules predictable whenever possible?
- Do we provide advance notice of significant changes?
- Are transitions between activities clearly explained?
- Do we allow multiple pathways to achieve the same outcome?
- Are we measuring performance or conformity?

## Social Inclusion & Belonging

- Do neurodivergent participants feel accepted without masking?
- Are different communication styles respected?
- Is social participation encouraged without being forced?
- Are peer leaders trained in inclusion?
- Do individuals report feeling psychologically safe?

## Strength-Based Practice

- Can staff identify common neurodivergent strengths?
- Do development plans include strengths alongside challenges?
- Are pattern recognition, creativity, hyperfocus, persistence, and analytical thinking valued?
- Do we intentionally create opportunities for individuals to use their strengths?
- Are strengths viewed as performance assets rather than exceptions?

## Staff Capability

- Have coaches and staff received neuroinclusion training?
- Do staff understand autism, ADHD, dyslexia, dyspraxia, and other neurotypes?
- Are staff confident adapting communication and instruction?
- Do staff know when and how to provide support?
- Is neuroinclusive practice evaluated regularly?

## Systems & Policies

- Are accommodations easy to request?
- Do policies emphasize flexibility where possible?
- Are complaints and concerns addressed promptly?
- Do we review policies through a neuroinclusion lens?
- Do we collect feedback from neurodivergent participants?

## Neuroinclusion Scorecard

| Domain                        | Rating (1–5) |
|-------------------------------|--------------|
| Leadership & Culture          |              |
| Recruitment & Access          |              |
| Communication                 |              |
| Learning & Coaching           |              |
| Environment & Sensory         |              |
| Training & Competition Design |              |
| Social Inclusion & Belonging  |              |
| Strengths-based Practice      |              |
| Staff Capability              |              |
| Systems & Policies            |              |
| <b>Total Score</b>            |              |

### Interpretation

**40–50:** Neuroinclusive system  
**30–39:** Emerging neuroinclusive practices  
**20–29:** Primarily accommodation-based  
**Below 20:** Significant systemic barriers likely exist