

Are You Missing This Coaching Blind Spot?

The Impact of Neurodivergence

Tuesday 13th May 2025 (75mins)

Your Workshop Hosts:

Christoffel Sneijders

MCC & Founder of 3 Brains Intelligence

Alison Sinclair

ACC, Self Leadership Coach, Live Your Truth Coaching



LIVE YOUR TRUTH COACHING



Meet Your Hosts



Supervisor & Mentor

Founder of 3 Brains Intelligence
& Coach Certification

Therapist & Trainer

Clinical Psychotherapist,
Hypnotherapist, NLP & Reiki
Master

Global Educator

Visiting Professor at IE Business
School & Georgetown University

30+ Years Experience

Coached and trained 13,000+
people across 4 continents

Christoffel Sneijders, MCC



3 Brains Intelligence

HEAD | HEART | GUT

An ICF/EMCC Certified
Self-Leadership and Mental
Fitness Coach helping senior
leaders take back control, cut
through mental noise, and lead
with confidence—without burnout.

With a background in Microsoft IT
leadership, banking, charity, and
naturopathic nutrition, plus time in
Japan, she brings a global lens to
well-being and performance.

Through 3 Brains® Coaching and
Positive Intelligence®, she
empowers clients to pilot their
minds, reclaim energy, and lead
with clarity and presence.



Alison Sinclair, ACC

LIVE YOUR TRUTH COACHING

Workshop Takeaways



Uncover Hidden Influences

Embrace curiosity over assumption.

- Many clients navigate undiagnosed or unspoken neurodivergence
- Consider the full spectrum of influences beneath the surface
- Create space free from labels, bias, or limitation



Coach with Greater Awareness: Expand Your Coaching Lens

Meet clients where they are.

- Cultivate adaptability and attunement
- Honour each client's internal world and lived experience
- Build inclusive, impactful coaching relationships



Engage the Whole Mind & Body

Tap into deeper intelligence for transformation.

- Go beyond the cognitive
- Tune into head, heart, and gut intelligence
- Foster presence, insight, and co-regulation

Poll Questions

Q1:

What percentage of your coaching clients do you *suspect* may be neurodivergent (diagnosed or not)?

Q2:

How many clients with a *known or confirmed* neurodivergent identity have you coached?

And two more

NEURODIVERGENT DEFINITION

"Neurodivergent" is a term used to describe people whose brains work differently from what is considered "typical" or "neurotypical." These differences can affect how someone thinks, learns, feels, and interacts with others.

It includes conditions like:

- Autism
- ADHD (Attention-Deficit/Hyperactivity Disorder)
- Dyslexia
- Dyspraxia
- Tourette's
- And others

Our view: Being neurodivergent it's just another way of experiencing, learning and interacting with the world. Neurological differences are natural and valuable parts of human diversity.

P.S. Neurodivergence is ONLY diagnosed by observations and interpretation there are no medical test to identify if someone is neurodivergent.

Incidence of Neurodivergence in the UK / Globally



**1 in 7 people
in the UK are
neurodivergent**



**1 in 5 in the
workforce may be
neurodivergent**



**Autism referrals
have surged fivefold
since 2019**



**Symptoms often
missed or misread
until major life
transitions**



**15–20% of the
global population
is neurodivergent**



**ADHD diagnoses in
adults are rising
sharply**



3 Brains Intelligence
HEAD | HEART | GUT

LIVE YOUR TRUTH COACHING

What becomes of potential when the focus is fitting in over flourishing?

Elon Musk

CEO of Tesla & SpaceX

Diagnosis: Autistic
(Asperger's)



Ingvar Kamprad

Founder of IKEA

Diagnosis:
Dyslexia



Satoshi Tajiri

Creator of Pokémon

Diagnosis: Autism



Richard Branson
Founder of Virgin Group

Diagnosis: ADHD &
Dyslexia



Steve Jobs

Co-Founder of Apple

Suspected: Dyslexia &
Emotional Hypersensitivity



Which criteria should/could we consider when we coach someone?

1. How much is it important to consider age in our coaching approach—such as a 60-year-old versus a 20-year-old?
2. How much is it important to consider gender in our coaching approach—when coaching a woman versus a man?
3. How much is it important to consider the mental state (e.g. stressed versus someone who is sad) in our coaching approach?
4. How much is it important to consider the education level (e.g., primary school vs. university degree) in our coaching approach?
5. How much is it important to consider their MBTI, DISC, SubModalities, 3 Brains preferences in our coaching approach?
6. How much is it important to consider neurodivergence in our coaching approach?
7. How much is it important to consider the different learning styles and preferences in our coaching approach?
8. *What are actually the key criteria we should consider when coaching any client?*
9. *How much do we as coaches need specialisation to coach any of above criteria?*

Behind Every Behaviour Is a Story — Lead with Curiosity, Not Judgment

Observed Behaviour (Grouped)	Possible Temporary Cause	Possible Neurodivergent Resemblance
Emotional outbursts, irritability, intense reactions		
Difficulty focusing, daydreaming, forgetfulness		
Impulsivity, restlessness, talking fast		
Flatness, emotional disconnection, social withdrawal		
Rigidity, strong routines, black-and-white thinking		
Sensory overload, strong aversion to noise/light/people		
Clumsiness, fidgeting, repetitive movements		

CORE INSIGHT

Neurodivergent individuals often have a **dominant brain** or a **hyper- or hypo-sensitive brain**, which shapes how they:

- Learn (absorb, retain, and engage with knowledge)
- Decide (choose, commit, and act)
- Each neurotype will tend to lean into or avoid certain brains, depending on their wiring and life experiences.
- Let's go to our 3 brains.

We Have 3 Brains



- The Gut Brain
 - 500 millions years old
 - 500 million brains cells

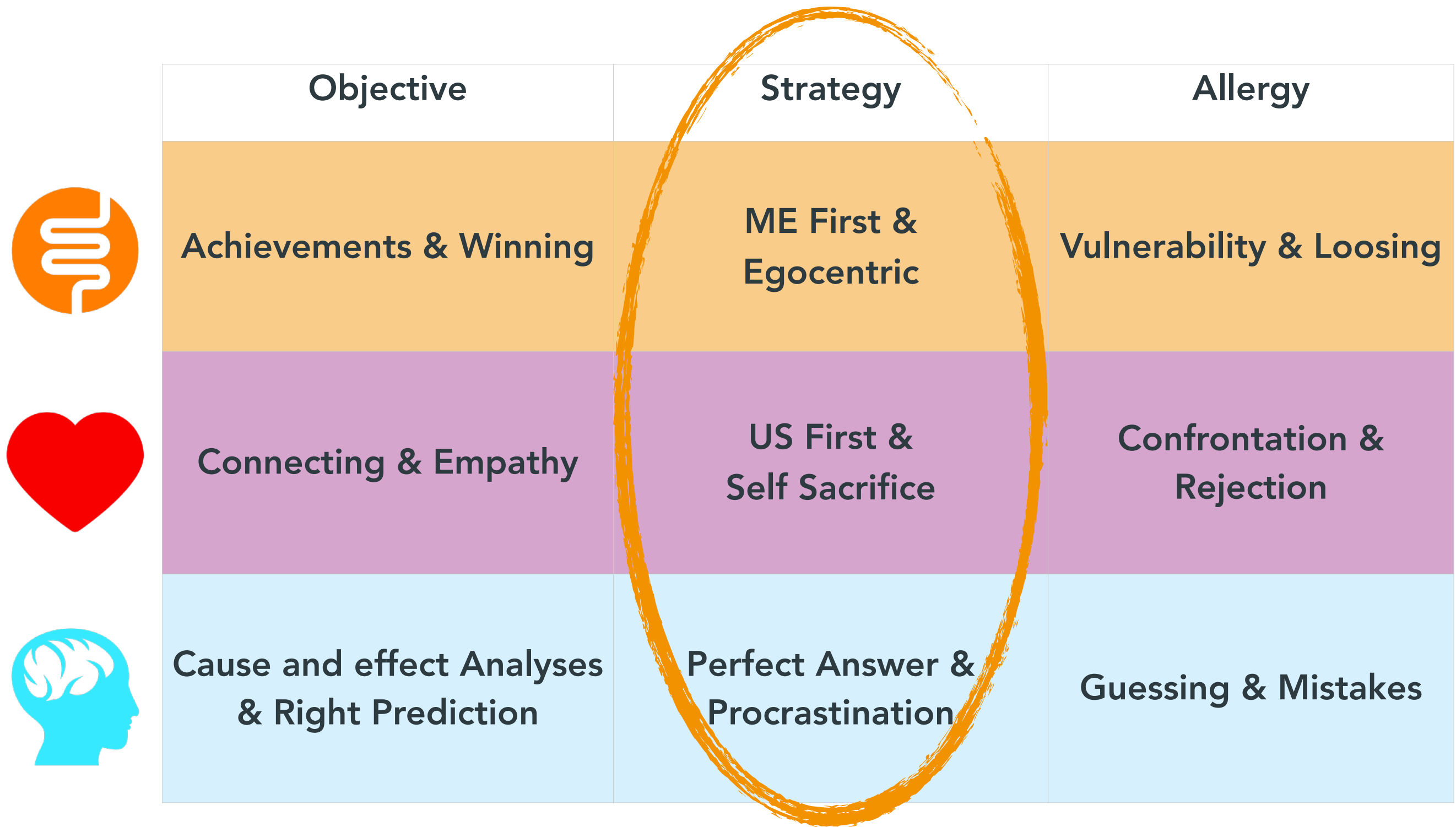


- The Heart Brain
 - 60-90 million years old
 - 40.000-100.000 brain cells



- The Head Brain
 - >90 million years old
 - Cerebellum and Brain Stem
 - Limbic brain
 - Neocortex
 - 100 trillion cells

What criteria do you follow when you follow your Dominant Brain?



Key Triggers for Changing Behaviour

Pain



**Logical Survival
(Aircraft Pilot)**

Pleasure

**Logical Solutions &
Insights
(Engineer)**

Decision Origin

**Conscious Cause Effect
Memories,
Stories & Facts**



**Social Survival
(Pleaser)**

**Social Wellbeing &
Happiness
(Waiter)**

**Subconscious NOW
Memories, Beliefs & Values of
Bonding and Rejection**



**Personal Survival
(Terminator)**

**Personal Gain &
Satisfaction
(Olympic Sporter)**

**Subconscious NOW
Memories & Beliefs from
Winning and Loosing**

When do they learn?

I learn when:



I feel safe, and I have the trust to go into action.

I have something positive to gain.

I agree with the “What”.



My new behaviour will be appreciated and create better bonds.

I have no fear of being rejected.

I agree with the “Whom”.



I thought about the consequences, the pro's and con's.

It makes sense.

I agree with the “Why, What, Whom and How” .

Dominant Brains Are Survival Wisdom — Not a Problem to Fix

✨ Whether shaped by nature or nurture, whether from birth wiring or life experience, every human being develops a dominant brain to survive, connect, and thrive.

✨ In 3 Brains Intelligence, we don't label it as a problem—we honour it as a form of wisdom that kept the person alive.

✨ Our role is to help them integrate head, heart, and gut again, so they can live with full choice, not just protective habit.

How Do We Learn? Kolb's Learning Styles

How we perceive information – through Concrete Experience (feeling) or Abstract Conceptualisation (thinking)

How we process it – through Active Experimentation (doing) or Reflective Observation (watching)



Accommodating (Feeling & Doing):



Learners prefer hands-on experience and rely on intuition and gut feeling.

They learn best by doing and adapting to changing circumstances.



Diverging (Feeling & Watching)

These learners are imaginative and view concrete situations from many perspectives.



They are sensitive and prefer to observe rather than take action.



Converging (Doing & Thinking)



These learners are practical and good at finding solutions to problems.

They prefer technical tasks and experimenting with new ideas.



Assimilating (Watching & Thinking):

These learners are logical and prefer abstract concepts and theories.



They excel at understanding and organizing information.

Neurodivergence x Kolb's Learning Styles x 3 Brains

Neurotype	Likely Kolb Style(s)	Dominant Brain(s)
Autism /Asperger's	Assimilating (Watching & Thinking)	🧠 Strong head brain (logic, structure), often limited ❤️ emotional accessibility or social decoding
ADHD	Converging (Doing & Thinking) with touches of Accommodating	🌱 Gut brain dominant (action-seeking, impulsivity); 🧠 thinking may race; ❤️ can be overlooked but sensitive
Dyslexia	Diverging (Feeling & Watching)	❤️ Strong emotional insight and resilience; 🌱 instinctive pattern recognition; 🧠 cognitive load may be high for reading
Dyspraxia	Accommodating (Experiment & Experience)	🌱 Action-oriented but struggles with motor sequencing; ❤️ sensitive to overwhelm or frustration; 🧠 often intact but challenged by output difficulties
Tourette's	Accommodating (Experiment & Experience)	🌱 Strong gut reactivity; ❤️ heart brain may hold shame, emotional regulation challenges; 🧠 typically sharp reasoning, but overshadowed by impulses

3 Brains in Action: Patterns to Notice

Common ND Brain Conflicts

Conflict

 VS 

 VS 

 VS 

Neurodivergent Example

“I **know** I should speak up (head), but I feel like I’ll be judged (heart).” (common in ADHD/autistic masking)

“I **want** to connect (heart), but I feel unsafe in my body (gut).” (common in trauma-linked neurodivergence)

“I **overthink** every decision but freeze when it’s time to act.” (common in autism, ADHD, dyslexia)

Coach takeaway:

Awareness of dominant/suppressed brains = powerful tool to meet clients where they are.

The Solution Is Already in the ICF Competencies

Competencies to Embrace:

- **Cultivates Trust and Safety**

- **Definition:** Partners with the client to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual respect and trust.
- **Application:** Understand the client within their context, including identity, environment, experiences, values, and beliefs. Demonstrate respect and adapt your coaching to the client's style and language.

- **Listens Actively**

- **Definition:** Focuses on what the client is and is not saying to fully understand what is being communicated in the context of the client systems and to support client self-expression.
- **Application:** Pay attention to the client's words, tone, body language, and emotions. Reflect or summarize to ensure clarity and understanding. Notice trends in the client's behaviors and emotions across sessions.

- **Communicate and Connect on All Levels**

- **Application:** Engage with clients through various channels—visual, verbal, non-verbal, gustatory, olfactory, energetic, somatic (head, heart, and gut), and kinesthetic—to fully connect and support their growth.

Start Here: 3 Questions to Tune In to Your Client

? Q1: Is the behaviour consistent—or situational?

➡ Consider factors like trauma, stress, or neurodivergent traits.

🧠 *Example: A client who always talks quick?*

? Q2: How does this client learn best?

➡ Ask directly: “How do you normally learn best?”

🧠 *Example: A client who resists written tools might prefer visual prompts or verbal reflection.*

? Q3: What kind of coaching space helps them feel safe?

➡ Explore elements like co-regulation, pace, and level of challenge.

🧠 *Example: A client who seems impulsive what might they need to make make aligned decisions?*

Workshop Recap: Coaching with Awareness & Respect

🧠 Lead with Understanding, Not Fixing

- Dominant brains are survival wisdom in action—not flaws to correct.
- Neurodivergence offers insight, not a problem to solve.

🗣️ Coach the Person, Not the Label

- You don't need a diagnosis to coach effectively.
- Meet your client with curiosity, not assumptions.




🎯 Adapt to How They Learn & Process

- Honour different learning styles and cognitive preferences.
- Flex your coaching approach to meet them where they are.

💡 Your Role as Coach

- Create space for them to **flourish**, not just fit in.
- Ask personalised questions.
- Adapt your approach.
- Honour and utilise their inner intelligence.

The 3 Brains Cheat Sheet for Coaches

 Head		 Heart	 Gut
Learning Style	Analytical, structured, logic-based	Relational, values-driven, emotional safety needed	Experiential, intuitive, action-first
Decision Style	Thinks first, act later. Needs clarity & logic	Needs to feel alignment & connection	Reacts quickly—based on instinct, not logic
Neuro-divergent Expressions	Autism: system thinking, verbal precision	ADHD: rejection sensitivity Tourette's; emotional shame, trauma wounds	ADHD: impulsivity urgency Dyspraxia; disconnection from body
	Slow down pace Offer visual/diagram	Start with emotional safety Affirm core values	Use grounding. body-based check-ins, simplify choices

Coaching Tip: When a client is stuck, ask: “Which brain is driving this decision?” Then ask; “Which brain is missing from the conversation.”

Like to know more?

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Closing Reflection & Q&A

 What's one insight you're taking with you today?

→ Something that landed, surprised you, or shifted how you see your clients?

 Which 'brain' might your clients be leaning on too heavily—or not enough?

→ How could this awareness shape the way you coach them moving forward?

 We'd love to hear your reflections, questions, or lightbulb moments.?

Thank you!

WHAT IS NEEDED TO ACHIEVE AN OBJECTIVE?

1. 1. Know, understanding the objective or goal of the client?
 1. -> Where or what would they like to be or do?
2. Removing the blocks to get there, creating awareness and solutions on what is holding the client back from achieving their objectives, making decisions, or taking action?
 1. -> Where do they need less of?
3. Using (new) resources to get there, creating awareness and solutions for what the clients needs to overcome these hurdles?
 1. -> What do they need more off?
4. Take action, knowing, understanding and capable on coaching the client in their appropriate way to implement them
 1. -> How do they learn?

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Emotional outbursts, irritability, intense reactions	Hormonal imbalance, too much adrenaline, chronic stress	ADHD (emotional dysregulation), Autism (emotional overwhelm)
Difficulty focusing, daydreaming, forgetfulness	Sleep deprivation, mental fatigue, high stress	ADHD (inattention)
Impulsivity, restlessness, talking fast	Over-caffeination, anxiety, low dopamine	ADHD (hyperactivity), Tourette's (vocal/physical tics)
Flatness, emotional disconnection, social withdrawal	Burnout, emotional shutdown	Autism (social fatigue), Dyslexia (processing slowdown)
Rigidity, strong routines, black-and-white thinking	Need for control, overwhelm, chronic stress	Autism (need for sameness)
Sensory overload, strong aversion to noise/light/people	Sleep deprivation, hormonal imbalance, burnout	Autism (sensory sensitivity/processing challenges)
Clumsiness, fidgeting, repetitive movements	Fatigue, over-stimulation, lack of proprioceptive feedback	Dyspraxia (motor issues), ADHD (self-regulation stimming), Autism

BEHAVIOURS CAN HAVE MANY CAUSES: DON'T JUDGE, UNDERSTAND THE PERSON

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