

Digital Tools for Autism Inclusion

Supporting Youth Workers, NGOs and Caregivers Through Coordinated Care

Autism Inclusion	Care Circle	Digital Tools
Youth work, accessibility and neurodiversity-aware support	Caregiver, therapist, educator and NGO coordination	Ethical AI support for observation and follow-up

Organised by
Zati Lebanon Association

With a practical case example informed by ethical digital support practice

Participant note	
Please read this package before the webinar. It introduces the main concepts, reflection questions and practical tools that will guide our discussion.	
Date	July 6 th 2026
Time	13:00 Lebanon time / 12:00 CEST / 10:00 UTC
Duration	90 minutes
Format	Online webinar
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How to use this package

Read the short sections before the webinar. You do not need clinical expertise to participate. The focus is on youth work, NGO practice, inclusion, coordination and ethical reflection around digital tools.

1. WEBINAR OVERVIEW

Purpose of the webinar

This webinar is designed as a free, non-formal learning activity for youth workers, NGO staff, educators, trainers, mentors, volunteers and inclusion actors who want to better understand autism-related support needs and the safe use of digital tools in community-based support.

Core idea

Autistic and neurodivergent children and young people are often supported by several people at once. When caregivers, therapists, educators, youth workers and NGOs do not share observations or follow-up clearly, support can become fragmented. This webinar explores how coordinated care and ethical digital tools can help.

Who the webinar is for

- Youth workers, youth leaders, trainers and mentors
- NGO staff and programme coordinators
- Educators, volunteers and inclusion actors
- Disability, mental health and caregiver-support organisations
- Autism-focused organisations and professionals interested in youth work learning exchange

Learning outcomes

1. Explain key autism and neurodiversity concepts relevant to youth work and NGO settings.
2. Identify common communication gaps between caregivers, therapists, schools, NGOs and youth workers.
3. Recognise practical ways to make activities more predictable, inclusive and supportive.
4. Understand how digital tools may support observation tracking, caregiver guidance and care coordination.
5. Distinguish between ethical digital support and inappropriate clinical or diagnostic claims.

6. Explore future learning exchange around autism inclusion, digital innovation and community-based support.

Proposed agenda

Time	Session
0-10 min	Welcome and introduction
10-25 min	Autism and neurodiversity in youth work
25-40 min	The care-circle challenge
40-55 min	Practical support role of youth workers and NGOs
55-70 min	Digital tools and AI: opportunities and ethical limits
70-80 min	Case example: ethical digital support for autism care coordination
80-88 min	Participant reflection and discussion
88-90 min	Closing and next steps

2. HOW TO PREPARE

Please take 10 minutes before the session to reflect on the questions below. You may use these reflections during the discussion or keep them as personal notes.

Reflection question 1

In your work, what challenges do autistic or neurodivergent children and young people face when participating in youth, school or community activities?

Notes: _____

Reflection question 2

What communication gaps do you notice between caregivers, schools, therapists, NGOs or youth workers?

Notes: _____

Reflection question 3

What kind of digital support would be useful, safe and realistic in your context?

Notes: _____

What to bring to the discussion

- One example of an inclusion challenge you have seen in youth work, education, family support or NGO programming.
- One question you have about autism, neurodiversity or coordinated support.
- One idea about how digital tools could support families and professionals without replacing human support.

3. AUTISM AND NEURODIVERSITY PRIMER

Simple working definitions

Autism

Autism is a neurodevelopmental difference that can affect communication, social interaction, sensory processing, routines, flexibility, emotional regulation and participation. Autism is different for every person, and support should be adapted to individual strengths, needs and context.

Neurodiversity

Neurodiversity is the idea that human brains and nervous systems vary naturally. In youth work and NGO settings, this encourages us to design activities that are more flexible, accessible and respectful of different ways of communicating, learning and participating.

Common areas of support

Area	What this means in practice
Communication	Understanding how a young person expresses needs, refusal, stress, comfort, interest or choice.
Sensory needs	Recognising how sound, light, texture, smell, crowds or movement may affect participation.
Routines and transitions	Preparing young people for changes, movement between activities or new environments.
Emotional regulation	Noticing signs of stress, overwhelm, anxiety, calmness or recovery.
Social participation	Supporting inclusion without forcing eye contact, social performance or group interaction.
Caregiver support	Listening to caregivers and understanding what they observe outside formal sessions.

Important reminder

Autism support should not be based on one-size-fits-all assumptions. Youth workers and NGOs can play an important role by observing respectfully, adapting activities, listening to caregivers and referring to professionals when needed.

4. THE AUTISM CARE CIRCLE

The care circle refers to the people and organisations around an autistic or neurodivergent child or young person. Each actor may observe different needs, behaviours, strengths and challenges.

Caregivers	Therapists	Educators
Youth workers	NGOs	Health/community actors

Why fragmentation happens

- Parents observe daily routines, triggers, eating, sleep, emotions and home behaviour.
- Therapists see progress during sessions, but may not know what happens between sessions.
- Educators notice participation, learning needs, peer interaction and classroom challenges.
- Youth workers and NGOs may support activities, social inclusion, family guidance or referral, but may not receive structured information.

The coordination gap

When these observations are not connected, important patterns may be missed. Families may repeat the same information many times, professionals may work with incomplete context, and support can become inconsistent.

What a coordinated care circle can improve

- Clearer communication between home, school, therapy and community support.
- Better understanding of routines, sensory needs, transitions and emotional patterns.
- More useful follow-up between sessions and activities.
- Earlier recognition of concerns that may require referral or professional support.
- Reduced pressure on caregivers who often carry information alone.

5. SAFE DIGITAL TOOLS AND AI

How digital tools may help	What digital tools should not do
• Organise caregiver observations and daily notes. • Track routines, behaviour patterns, sensory triggers and emotional changes. • Prepare clearer questions for therapists, educators or support organisations. • Summarise follow-up points between sessions or activities. • Support psychoeducational guidance in simple language. • Help identify when professional referral or additional support may be needed.	• Diagnose autism or any medical/psychological condition. • Replace therapists, educators, doctors or clinical judgment. • Make medical decisions or emergency decisions. • Label children based on limited or unverified information. • Ignore consent, privacy, data protection or safeguarding. • Present AI-generated information as final professional advice.
Ethical position for this webinar Digital tools and AI can support organisation, observation, guidance and communication. They should remain human-guided, consent-based, professionally responsible and clearly limited in what they claim to do.	

6. OBSERVATION CHECKLIST

This checklist is not a diagnostic tool. It helps organise respectful observations that may support communication with caregivers, educators, therapists or relevant professionals.

Area	What to observe	Notes
Communication	How does the young person express needs, discomfort, interest, refusal, choice or stress?	
Sensory needs	Are there sounds, lights, textures, smells, crowds or movements that affect participation?	
Routines	What helps the young person feel safe, prepared and oriented?	
Transitions	What happens when moving from one activity, place or person to another?	
Emotional regulation	What signs show stress, overwhelm, anxiety, calmness or recovery?	
Social participation	What supports participation without	

	pressure or forced interaction?	
Triggers	What situations seem to increase distress, withdrawal or challenging behaviour?	
Strengths	What does the young person enjoy, respond to or do well?	
Follow-up needs	What should be shared with caregivers, educators or professionals?	
How to use the checklist Use short, factual notes. Avoid assumptions or labels. Focus on what was observed, what helped, what increased distress, and what needs follow-up.		

7. CASE EXAMPLE: ETHICAL DIGITAL SUPPORT FOR AUTISM CARE COORDINATION

This section provides a neutral case example of how an AI-enabled support ecosystem can respond to fragmentation in autism-related support. The example is included for educational discussion and is not a product demonstration.

Problem it responds to

- Caregivers, therapists, educators and NGOs often hold different pieces of information about the same child or young person.
- Follow-up is often scattered across messages, memory, informal notes or separate systems.
- Families may need practical guidance between formal sessions, especially where access to regular therapy is limited.

What ethical digital support may help with

- Caregiver guidance and psychoeducational support.
- Structured observations around routines, behaviour, emotions, triggers and progress.
- Communication between caregivers and professionals.
- Care-circle coordination between families, therapists, educators, NGOs and autism centres.
- Referral awareness and better preparation for professional follow-up.

Brief note on the example

The case example is informed by the emerging CereAura initiative and is used only to support learning around ethical digital tools, autism inclusion and youth work. It is not presented as a diagnostic, medical or commercial tool.

Discussion question

In your context, what would make a digital support tool useful, ethical and realistic for families and organisations supporting autistic or neurodivergent young people?

8. NEXT STEPS AFTER THE WEBINAR

The webinar is designed as a starting point for learning exchange. Participants who are interested can remain connected after the session through follow-up resources, future learning opportunities and professional exchange.

Step	Action	Purpose
1	Feedback form	Participants will be invited to share what was useful, what needs clarification and

		what topics they would like to explore next.
2	Resource sharing	A short summary, selected tools and any available presentation materials may be shared after the session.
3	Learning exchange invitation	Interested participants may be invited to remain connected for continued professional exchange on autism inclusion and ethical digital tools.
4	Future sessions	Participant feedback can shape future sessions on caregiver guidance, inclusive activities, ethical AI, referral awareness and digital youth work.

Participant commitment

- Join with openness and respect for different contexts.
- Avoid sharing personal child or family information without consent.
- Use the discussion for learning and exchange rather than clinical diagnosis or advice.
- Reflect on how youth work and NGO practice can become more inclusive and coordinated.

Contact and registration

Registration link: To be shared after confirmation of publication on the SALTO Youth Training Calendar.

Online meeting link: To be shared only with confirmed registered participants before the webinar.

Contact email: zatilebanon@gmail.com