



THE NEUROINCLUSIVE IMPERATIVE: Designing Education and Events for the Workforce of the Future

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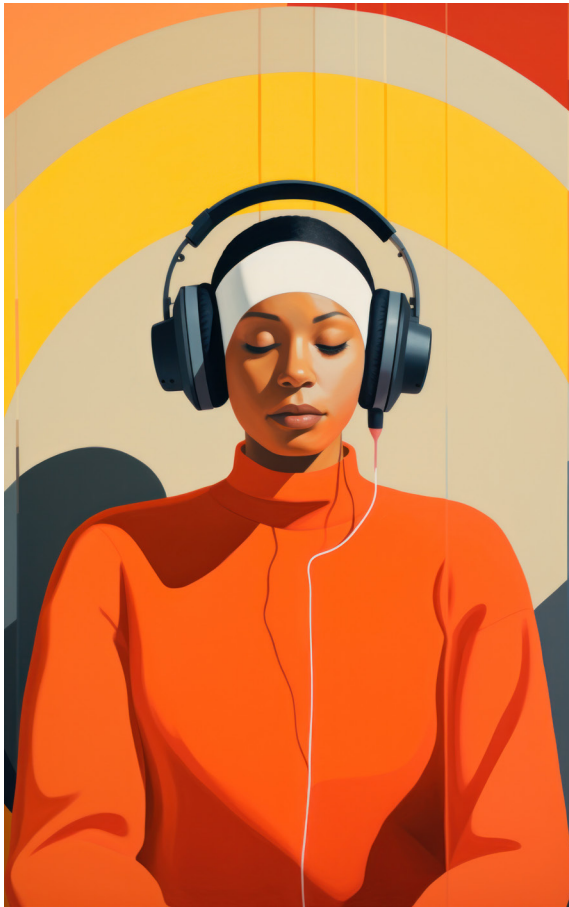
Article developed from real-time session insights captured by Snapsight

As Generation Z prepares to represent nearly 30 percent of the workforce, association leaders face a pivotal challenge: designing education and events that reflect how the next generation learns, works, and engages. During the MSAE25 session *The Neuroinclusive Imperative: Strategies for Inclusive Event and Education Design*, Tracy King challenged attendees to rethink accessibility—not as a compliance exercise, but as a strategic imperative shaping the future of the profession.

Emerging research underscores the urgency. A recent Zen Business study found that more than half of Gen Z identifies as neurodivergent—a figure that likely underrepresents reality. The traits often associated with neurodivergence—nonlinear thinking, preference for flexibility, sensory sensitivity, and heightened focus on purpose—closely mirror Gen Z’s workplace expectations. In effect, the “Gen Z problem” many organizations are grappling with is, at its core, a neuroinclusion challenge.

Disclosure Remains a Barrier

Yet despite growing awareness, disclosure remains one of the most persistent barriers to meaningful inclusion. King emphasized that neurodivergent professionals frequently encounter bias rather than support when they request accommodations. In education and open-enrollment environments, this



“Neuroinclusion is no longer an accommodation strategy—it’s a workforce strategy.”

inaction—workforce friction, disengagement, and lost leadership potential—far exceeds the expense of inclusive design. Continuing education providers, in particular, are uniquely positioned to lead by example, shaping norms that extend beyond the classroom into workplaces and industries.

Neuroinclusion as a Strategic Advantage

Ultimately, the message was clear. Neuroinclusion is not a trend or a generational accommodation—it is a foundational strategy for developing talent, reducing friction, and ensuring associations remain relevant and effective in a rapidly evolving workforce landscape.

dynamic is particularly acute; learners may hesitate to disclose needs out of fear of judgment, labeling, or professional repercussions. When organizations rely solely on disclosure to trigger support, many learners are left navigating inaccessible experiences in silence.

Designing for Safety Before Support Is Requested

Safety, King argued, is the linchpin. Neuroinclusive environments signal safety before individuals ever need to ask for help. Visible practices—such as flexible learning formats, clear expectations, varied engagement options, and accessible materials—demonstrate commitment and normalize support. When inclusion is proactively modeled, disclosure becomes less risky and participation more equitable.

Reframing the Cost of Neuroinclusion

The session also addressed a common organizational concern: resources. Implementing neuroinclusive practices does require time, intention, and investment. However, King reframed the cost conversation, noting that the price of

Interested in learning more about neuroinclusive event and education design? Tracy King, CAE, can be reached at tracy@inspired-ed.com.



Meet Tracy

TRACY KING, CAE, MA is the CEO of InspirEd and an award-winning author who helps mission-driven organizations design learning experiences that truly work for people. With more than 20 years in workforce development, Tracy focuses on accessible, neuroinclusive, and future-ready education that supports both individual growth and organizational sustainability. Tracy may be reached at tracy@inspired-ed.com.