Teaching for Everyone

Neurodiversity and Inclusive Practice

Neurodiversity

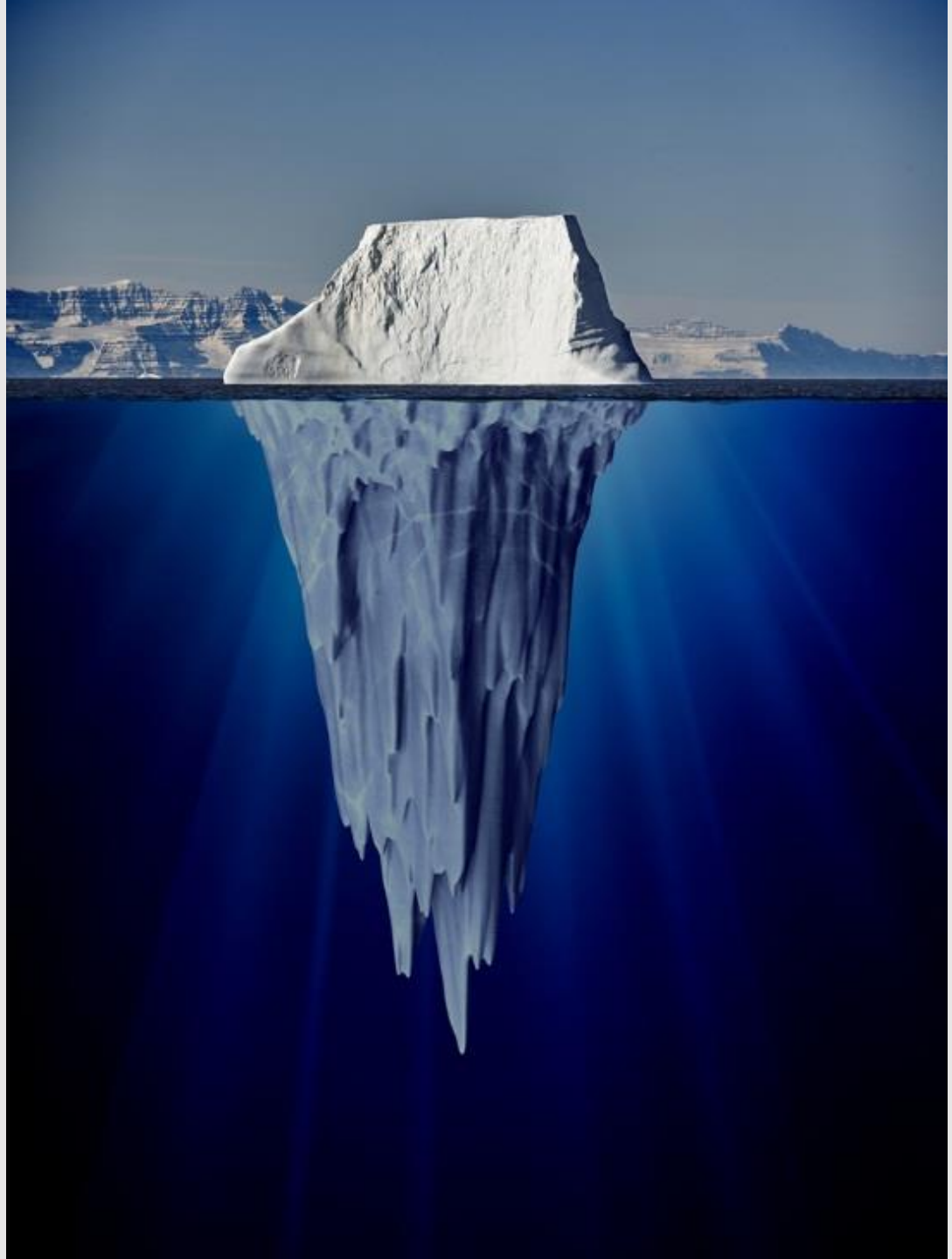
Specific Learning Differences

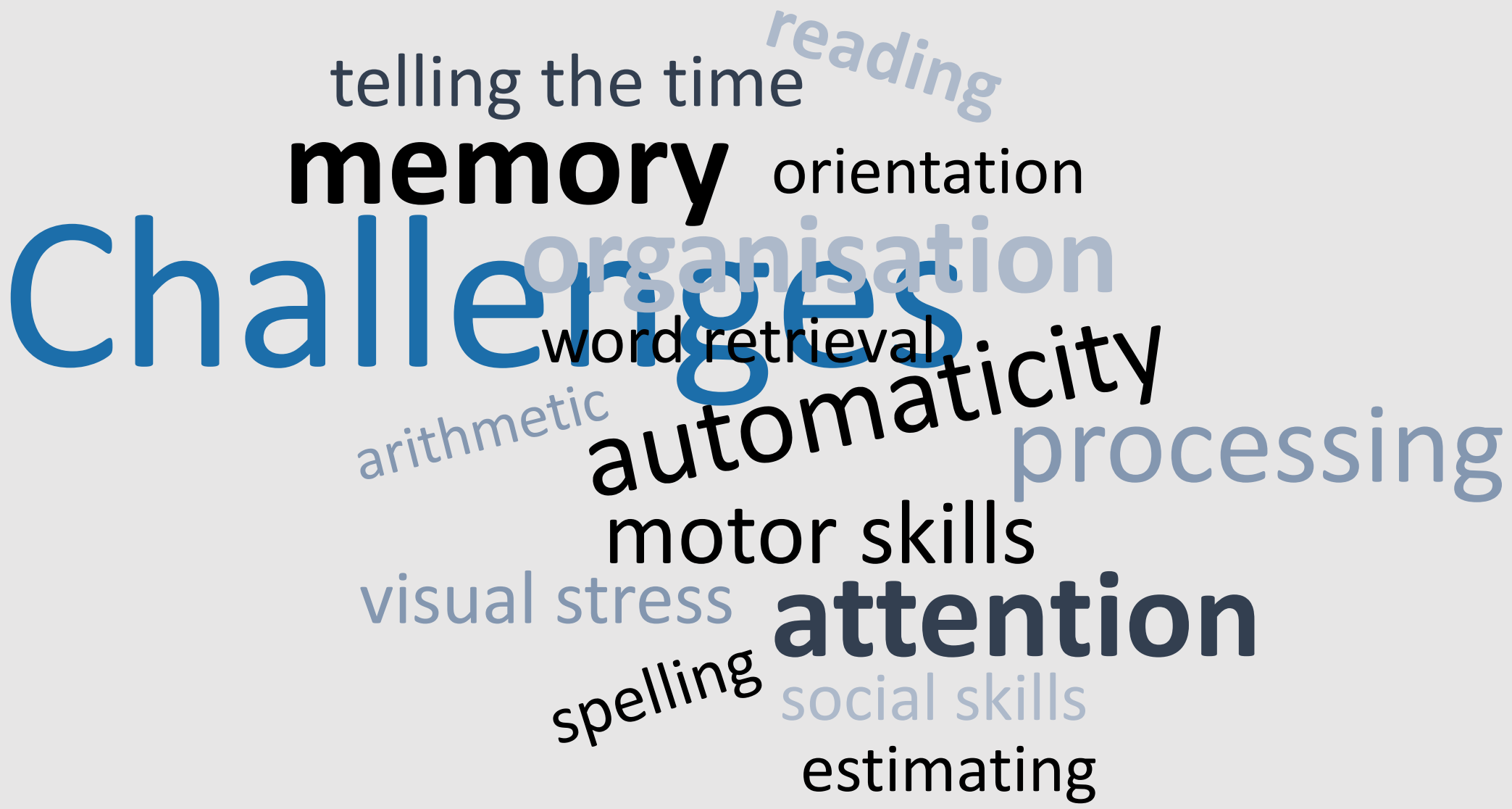
Inclusive Practices

Breaking the ice!

Seeing the whole student

Yes – this is an excellent analogy for my learning experiences.




Challenges
telling the time
reading
memory
orientation
organisation
word retrieval
automaticity
arithmetic
processing
motor skills
visual stress
attention
spelling
social skills
estimating

4

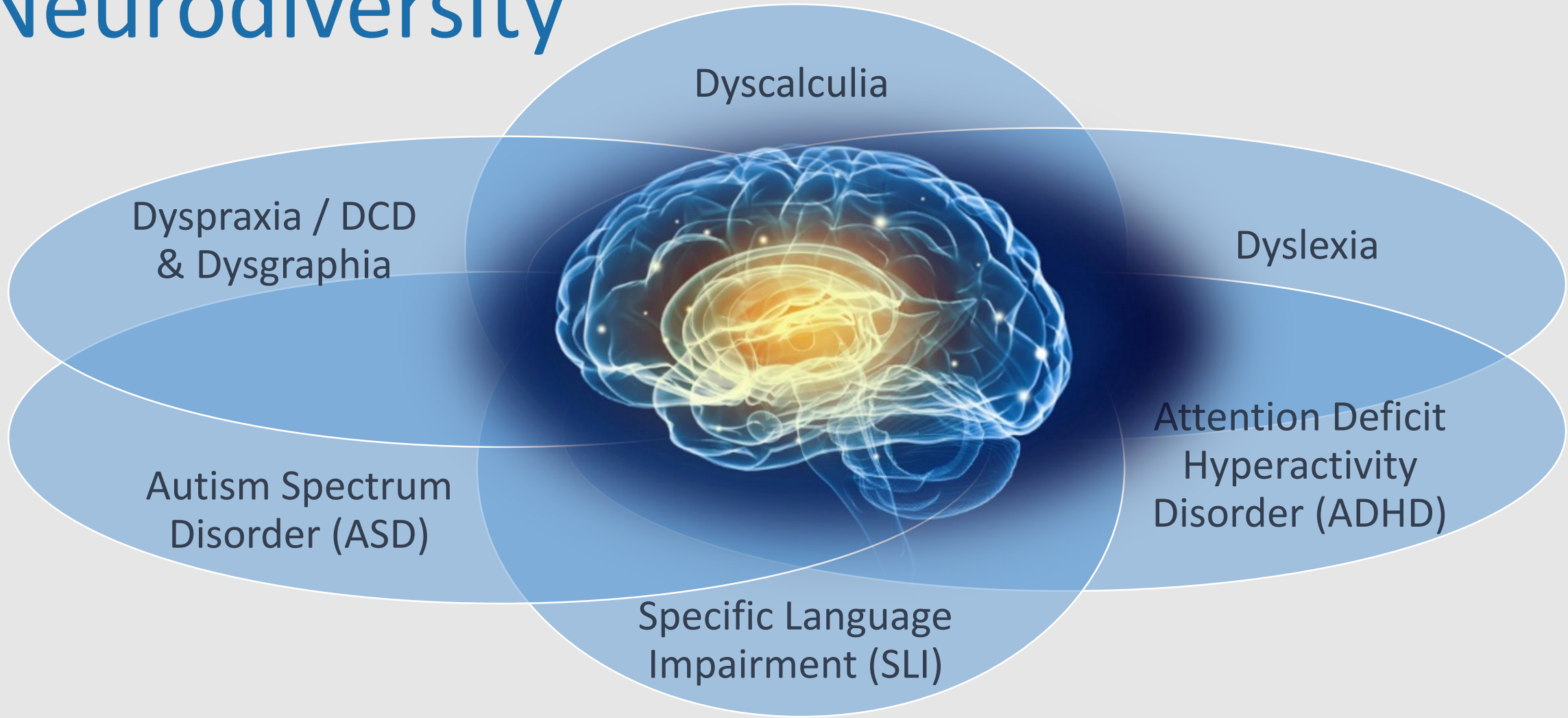

Strengths
oral communication
resourcefulness
visualisation
empathy
practical skills
creativity
sensitivity
perseverance
motivation
honesty
long term memory
global thinking
problem solving
visual-spatial awareness

So what is neurodiversity?

Neurodiversity is a concept where **neurological differences** are to be **recognized and respected** as any other human variation. These differences can include those labelled with Dyspraxia, Dyslexia, Attention Deficit Hyperactivity Disorder, Dyscalculia, Autistic Spectrum, Tourette Syndrome, and others.

neurodiversitysymposium.wordpress.com/what-is-neurodiversity

Specific Learning Differences & Neurodiversity

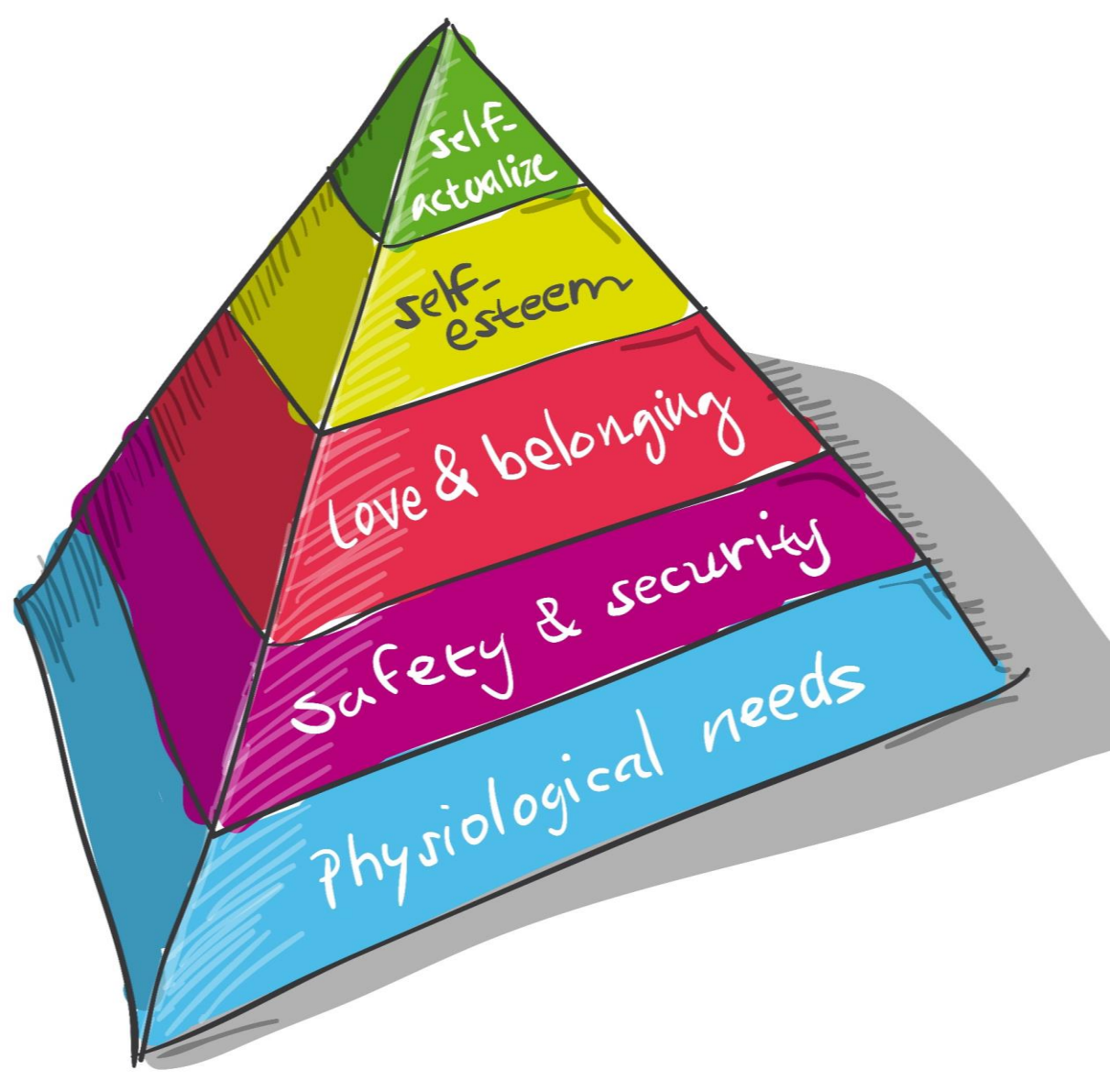


Challenges faced by the neurodiverse

1. Self-esteem
2. Motivation
3. Metacognition
4. Time to think
5. Memory load
6. Reading

Self-esteem

When a lecturer tells you their A level grades were CDD you realise that university success is possible.



Motivation

It helps to know how the learning fits into the “big picture”.

Metacognition

By teaching others I know that I have improved my own understanding.

I problem solve by applying strategies from my tool box.

‘Think time’

3s

When I have time to think, I have more time to know the answer.

Memory load

Reading

Inclusive practice

1. Teaching materials
2. Teaching methods
3. Assessment and Feedback
4. Learning environment
5. Planning

How are neurodiverse students helped when we …

1. provide electronic copies of hand-outs 24 hours in advance?
2. limit the amount of text on a PowerPoint slide ?
3. include diagrams, tables and charts?
4. ensure lecture recordings are clear?

other checkpoints for teaching materials are….

How are neurodiverse students helped when we …

1. vary the lesson type?
2. provide an overview/ summary of the session content?
3. break the lesson into chunks?
4. provide a glossary of new terms?

other checkpoints for teaching methods are….

How do we help neurodiverse students get the most from assessment and feedback?

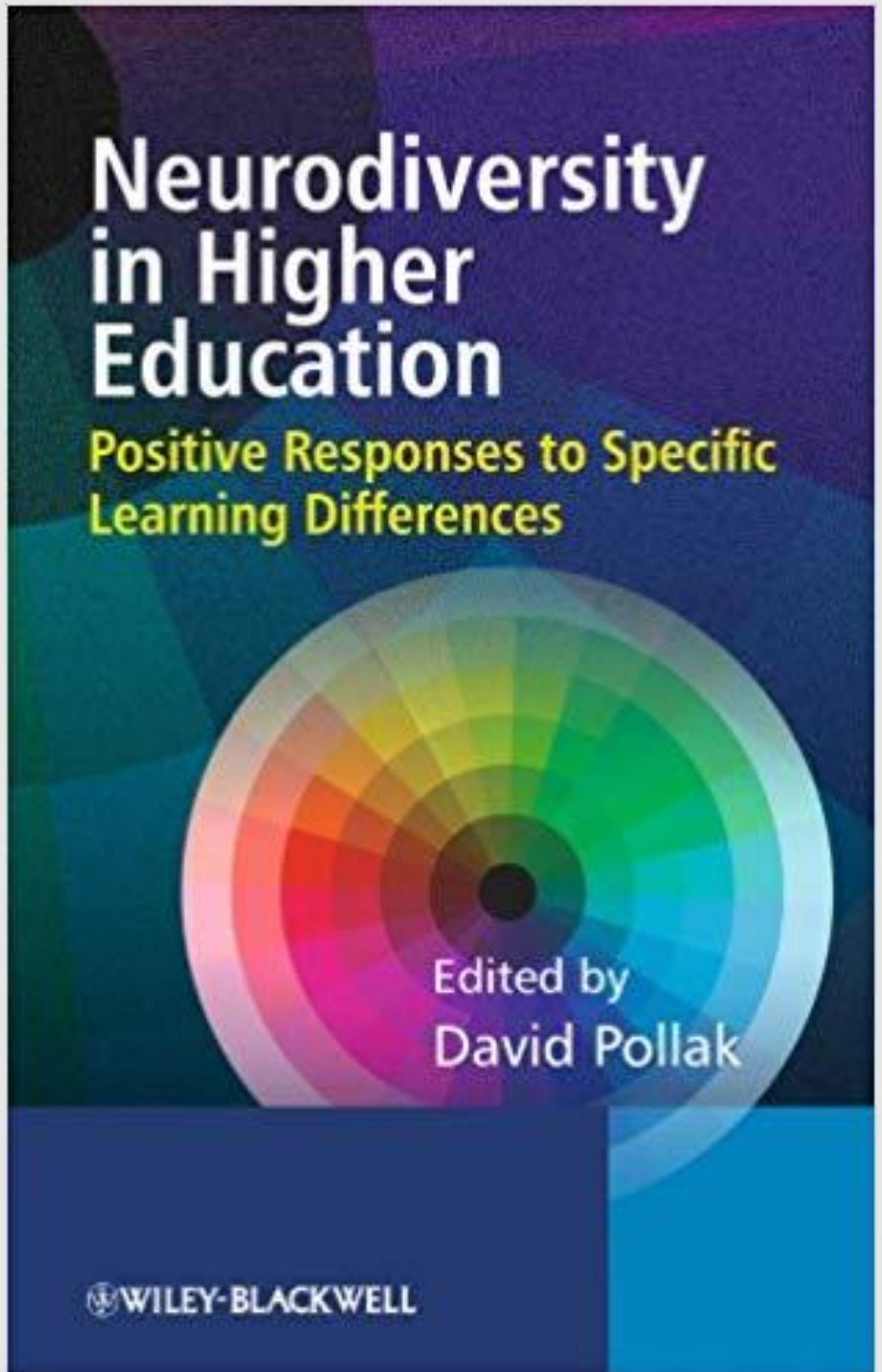
How do we organize the learning environment to support neurodiverse students?

Further information

University of Plymouth:
Inclusive teaching, learning and assessment
https://www.plymouth.ac.uk/about-us/teaching-and-learning/inclusivity

BRAIN.HE Best Resources for Achievement and Intervention re Neurodiversity in Higher Education
https://brainhe.com

Neurodiversity in Higher Education:
Positive Responses to Specific Learning Differences
Paperback – 24 Feb 2009 by David Pollack



Material adapted from *Teaching for Neurodiversity* (2016) put together by various partners including Patoss and Dyslexia.org