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

memory  organisation

orientation  word retrieval

automaticity  processing

motor skills  spelling

visual stress  social skills

attention  estimating

telling the time  reading

arithmetic
Strengths

- Practical skills
- Creativity
- Motivation
- Long term memory
- Problem solving
- Visual-spatial awareness
- Sensitivity
- Perseverance
- Honesty
- Empathy
- Visualisation
- Resourcefulness
- Oral communication
- Global thinking
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.
Specific Learning Differences & Neurodiversity

- Dyscalculia
- Dyslexia
- Attention Deficit Hyperactivity Disorder (ADHD)
- Specific Language Impairment (SLI)
- Autism Spectrum Disorder (ASD)
- Dyspraxia / DCD & Dysgraphia
- Dyspraxia / DCD & Dysgraphia
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’

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