

Supporting Neurodiversity in Post-Secondary Education

February 4, 2025: Student Voices on Neurodiversity: A Panel Discussion

February 10, 2025: Compassionate Planning for Neurodiverse Learners (Workshop)

February 11, 2025: Advancing Neuroinclusivity in Post-Secondary Education: Evidence, Initiatives, and Pathways Forward (Panel)

February 13 & 27, 2025: Supporting Neurodiversity in Higher Education: a two-part workshop series



I live on the traditional and unceded territory of the hə́ŋqəmińə́m and Ṣkẉx̣ẉú7mesh snichim speaking peoples, which is so-called Burnaby, BC. There are several Indigenous Nations who share territory in Burnaby. All speak hə́ŋqəmińə́m or Ṣkẉx̣ẉú7mesh sníchim. The Central Coast Salish Nations who share this territory are sə́lilwətaʔt təməx^w (Tsleil-Waututh), Skwxwú7mesh-ulh Temíxw (Squamish), x^wməθk^wəyəm (Musqueam), Sto:lo, and Qayqayt.

Panelist Introductions

1. What does being neurodiverse mean to you? How has being neurodiverse impacted your academic journey, and how do you feel like it impacts the way you view and experience the world?

2. Can you share a moment when you felt particularly supported or misunderstood by university staff or fellow students?

- What academic accommodations were helpful in supporting your learning?
- Did you have any issues accessing supports or accommodations at your institution?

3. What unique strengths or perspectives do you bring to your academic work because of your neurodiversity?

4.If you were to design your dream post-secondary institutional experience - that can be either physical considerations, policies, or organizational changes, what would you include?

5. What changes would you like to see in university environments to better support neurodiverse students?

6. Do you have any advice or tips for educators who want to best support neurodiverse learners?

Audience Questions

Thank You!

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