



Compassionate planning for neurodiverse learners

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**Lheidli T'enneh hubeh keyoh whuts'odelhti.
Nts'ezla hubeh yun ts'uwhut'i,
ts'uzt'en ink'ez ts'unuwhulyeh.**

**I respectfully acknowledge the unceded
ancestral lands of the Lheidli T'enneh,
on whose land we live, work and play.**



Lheidli T'enneh



Workshop design

Check-in

Review terminology

Narrative

Interact with current research

Reflective write and share

Commitment to a future practice



Check-in

Two-minute reflection and write

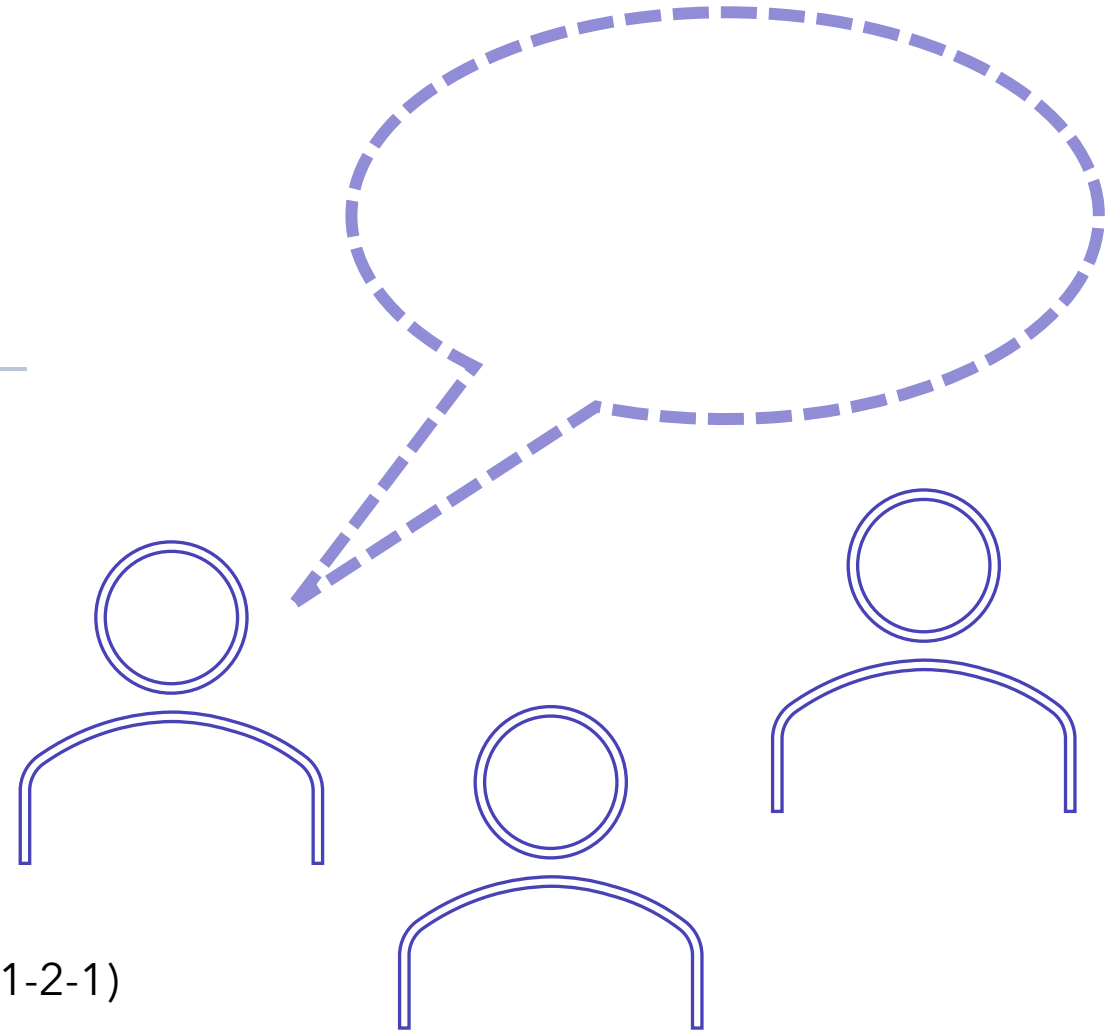
What is moving for you today?

Is there any support that may be of benefit?

What is one positive aspect of your day so far?

Listen and share in a Breakout room in a group of 4

Provide each person 1-2 minutes of uninterrupted sharing (2-1-2-1)

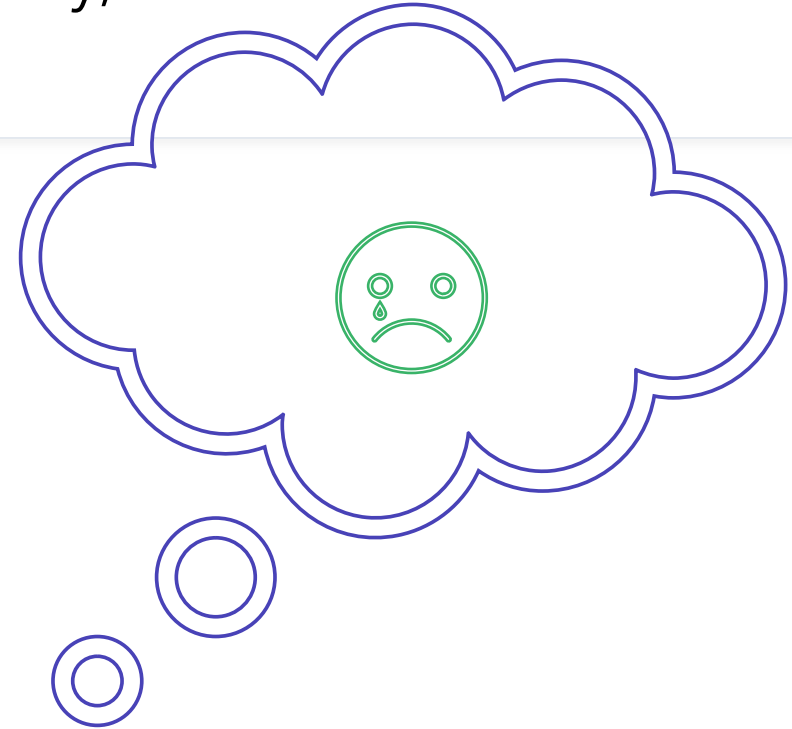


Compassion

Schroeder & Rowcliffe, 2019; Hamilton & Petty, 2023

Noticing suffering within someone
or oneself

Desire to alleviate that suffering



Flourishing Seligman, 2011

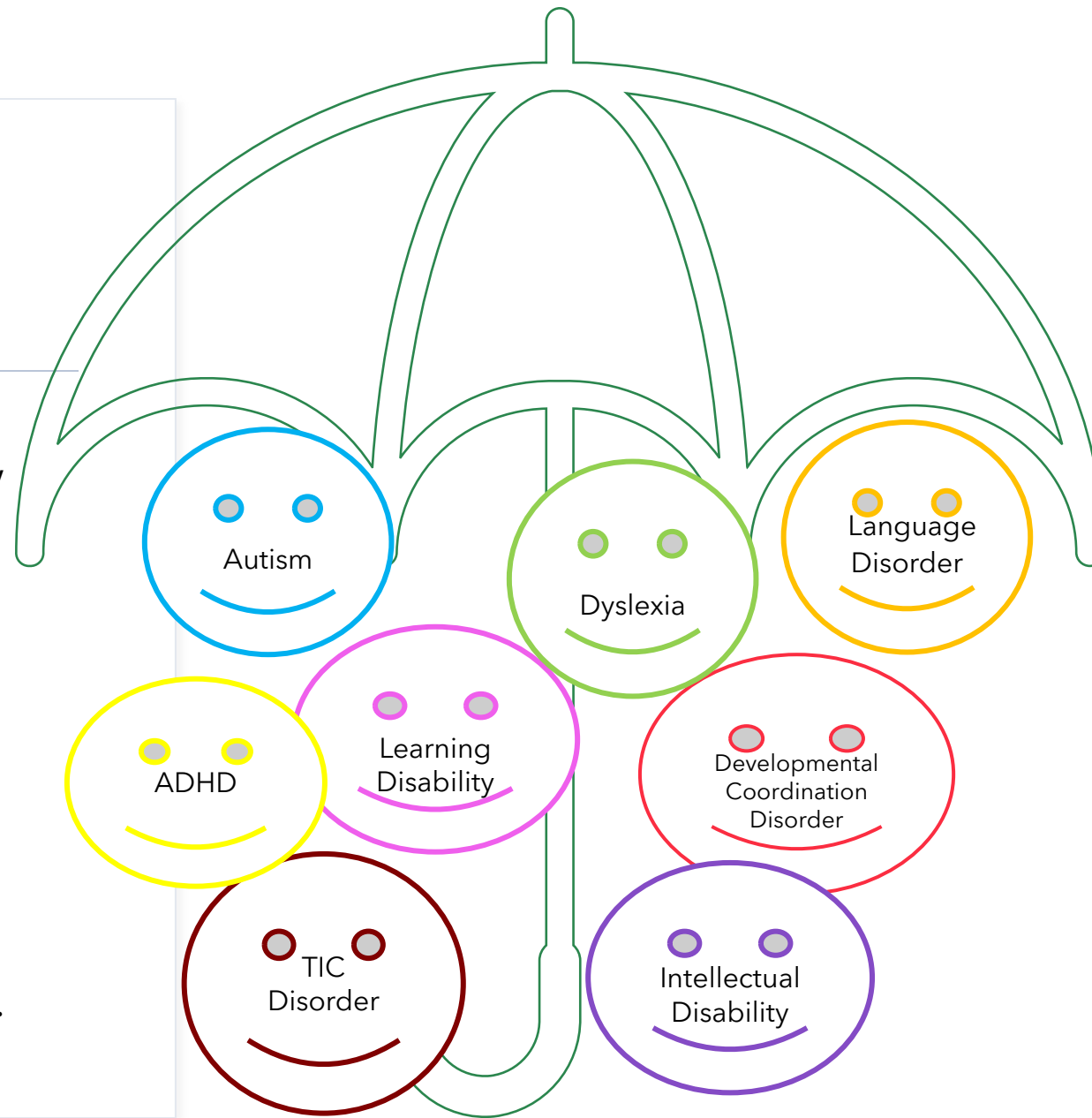
“to find fulfillment in our lives
accomplishing meaningful and
worthwhile tasks, and connecting
with others at a deeper level”



Neurodiverse

Singer, 1998; Botha et al, 2024

- The neurodiversity paradigm rejects seeing neurodevelopmental differences as disorders. Instead, it views these differences as natural variations of brain function.
- Individuals process social and sensory information, focus attention, and manage movements differently.
- These natural cognitive variations are akin to biodiversity, offering unique strengths and challenges.



A lush green forest with a waterfall cascading over rocks into a pool of water. The scene is vibrant and serene, with dense foliage and a clear stream.

Generative Social Space (Böll, 2019)

- 'generative fields create nurturing spaces for learning and flourishing'
- within nature living organisms interact within a space or field
- when we enter a space, it becomes a relational space.
- reciprocal relationship
- "How we show up matters."



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Narrative

Clandinin, 2020

- “lived and told stories and the talk about the stories are one of the ways that we fill our world with meaning and enlist one another’s assistance in building lives and communities.”

What's the research say?

- Negative educational experiences during elementary and secondary school.
- Universal Design for Learning (UDL) in higher education can reduce the need for disclosure through a flexible academic environment

Let's gather information

Choose

Cole, J. Y., Graham, J., Norvell, S., & Schaber, P. (2024). Universal Design for Learning Principles Impact on Students With Neurodiverse Learning Styles. *Journal of Occupational Therapy Education*, 8(2), 4.

Or

Spaeth, E., & Pearson, A. (2023). A reflective analysis on how to promote a positive learning experience for neurodivergent students. *Journal of Perspectives in Applied Academic Practice*, 11(2).

Create a list of suggestions for supporting neurodiverse students.

Work in a Breakout room in a group of 4

divide out the readings, skim independently, share to create one list, appoint a recorder to share your list in the chat

Research based suggestions

Spaeth & Pearson, 2023; Hamilton & Petty, 2023; Cole et al. 2024

- Notice Distress
- Invite students to share learning needs
- Organization of course design
- Structured course design
- Make expectations and relevance clear
- Provide Choice
- Minimization of distractions
- Consider group work: opt-in or out options
- One-to-one discussion with you instead of in a group
- Pose questions that help students work in the right direction
- Autonomy
- Consider the sensory environment
- Doing first with discussion to follow
- Being preassigned group by the instructor
- Course requirements with flexible due dates
- Flexible seating and classroom arrangement
- Untimed exams



BREAK

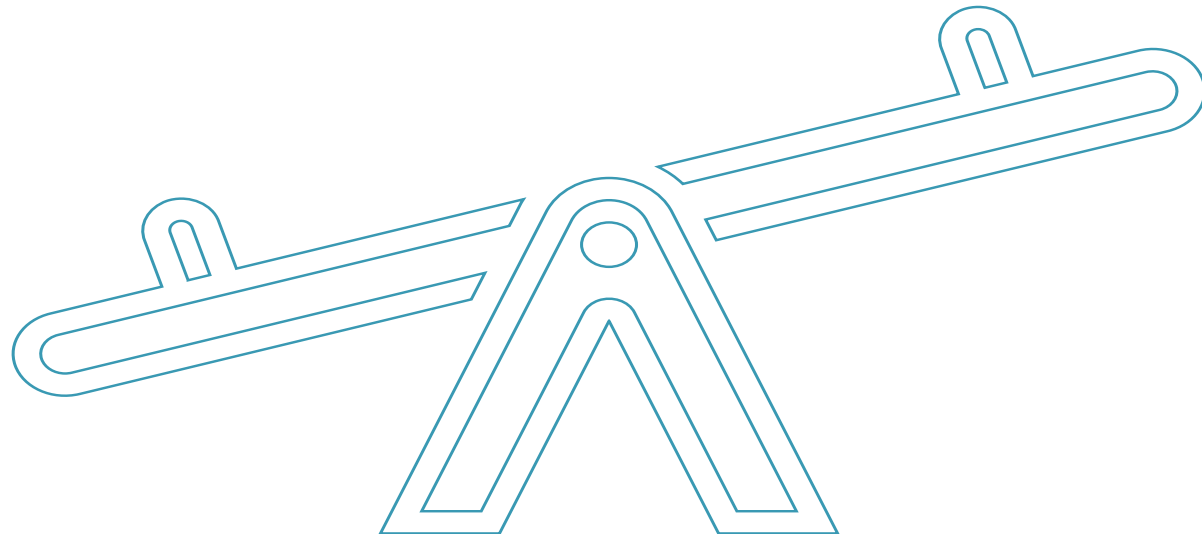
- 10 minutes



Creative Tension

Critical Lens

Appreciative Lens



Universal Design for Learning

Meyer et al., 2020;
Lynnfield, 2024



Key Questions to Consider When Planning Lessons

Think about how learners will engage with the lesson.



Does the lesson provide options that can help all learners:

- regulate their own learning?
- sustain effort and motivation?
- engage and interest all learners?

Think about how information is presented to learners.



Does the information provide options that help all learners:

- reach higher levels of comprehension and understanding?
- understand the symbols and expressions?
- perceive what needs to be learned?

Think about how learners are expected to act strategically & express themselves.



Does the activity provide options that help all learners:

- act strategically?
- express themselves fluently?
- physically respond?

From: *Universal Design for Learning: Theory and Practice*

Available at udltheorypractice.cast.org

For print and accessible EPUB, contact publishing@cast.org or any book retailer.



Let's engage

1. Reflective Write (4 minutes)

Think about a time when a lesson that you were part of aligned with a principle of UDL:

- engagement
- representation/action
- expression

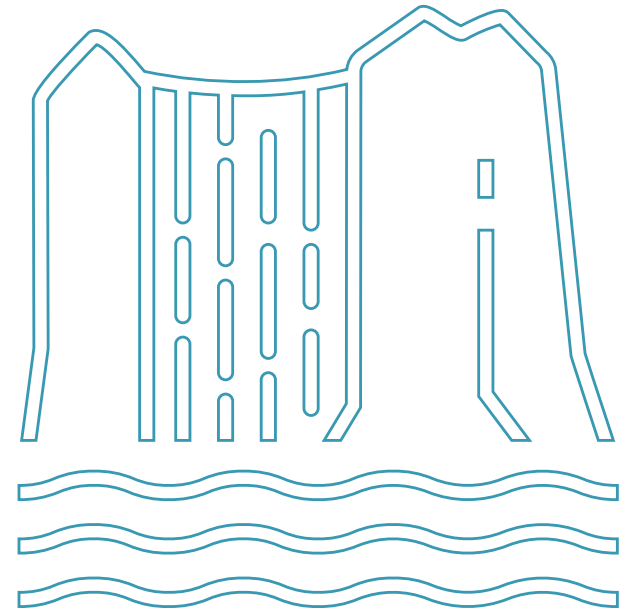
Describe what made the situation possible.

2. **Work in a Breakout room in a group of 4**

Provide each person 1-2 minutes of uninterrupted sharing (2-1-2-1)

Whole group share

- Please post ideas, articles or experiences from your professional practice to the **chat**.



Let's act

1, Think about an incremental UDL practice that you can introduce into a syllabus, lesson design, or assessment.

2. Whole group commitment to a future practice

You are invited to share your commitment in the chat.



Comments and connections

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