

NEW BRAIN LEADERSHIP

Supporting Learners
with Neurodiversity



HELLO!

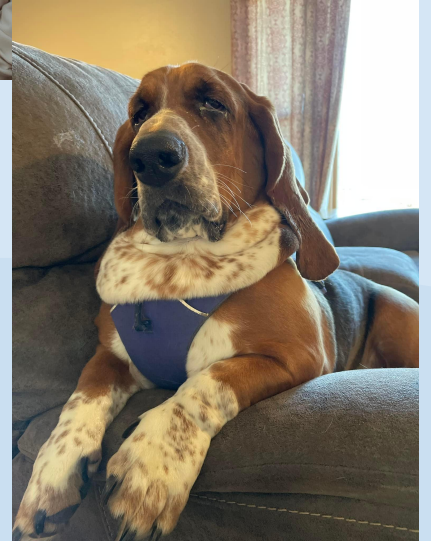
Paige Parsons

Elementary Principal

Laurel-Concord-Coleridge School

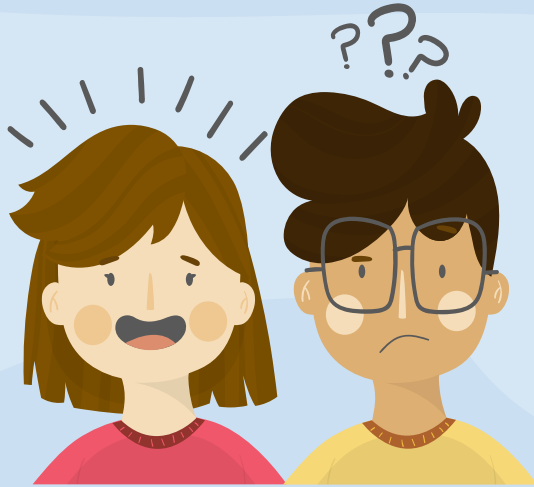
paige.parsons@lccschool.org

HELLO!



What is Neurodiversity?

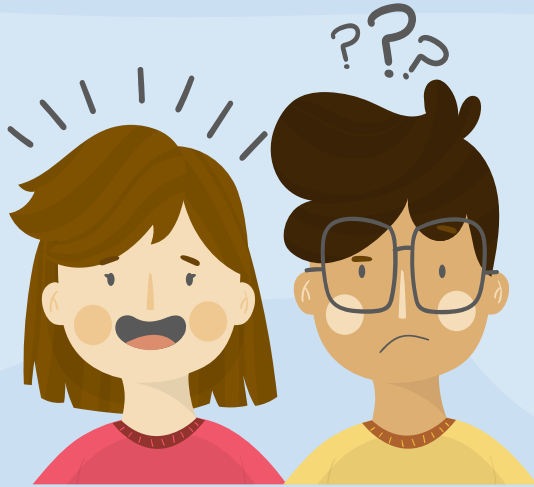
According to Harvard Medicine:



"Neurodiversity describes the idea that people experience and interact with the world around them in many different ways; there is no one right way of thinking, learning, and behaving, and these differences are not viewed as deficits."

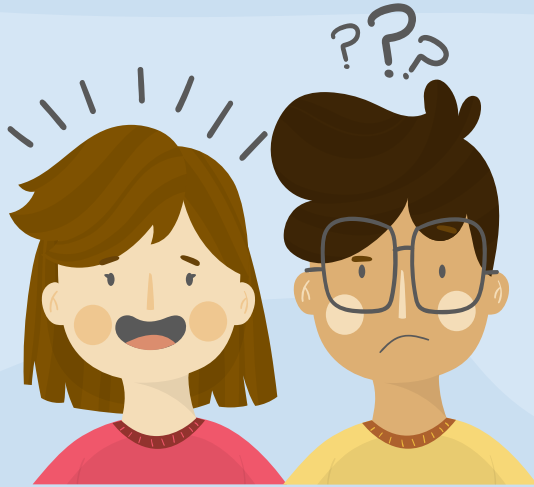
What is Neurodiversity?

The term comes with debate:



- Opponents argue the term is ableist.
- Created by a high-functioning person with ASD.
- Discounts the medical needs that comes with the diagnosis and label.
- Fear that funding could be eliminated due to inclusivity.

What is Neurodiversity?



Pro-Neurodiverse community argues:

- Inclusivity and acceptance
- Differences do not need to be “cured”.
- Social movement of understanding and acceptance of differences.

Neurodiversity is an umbrella!

Autism

Which is an umbrella diagnosis, too

ADHD

Attentive, Inattentive, and Combination

The “Dys” Types

Dyslexia, dysgraphia, dyscalculia, dyspraxia



Mental Health Conditions

Bipolar, OCD, ODD, DMDD,
etc...

Down Syndrome

Intellectual Disabilities

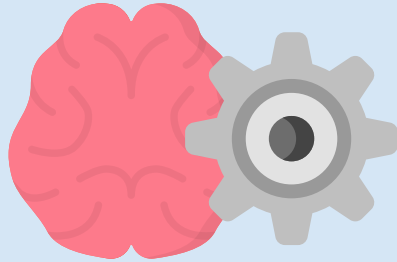
Tourette Syndrome

Where does gender and sexual identity fall?

Why does this all matter?

Because public schools are called to provide a free and appropriate education to all students – every student!

What does this mean for schools?



Build Capacity

Staffs with quality rationale, information, evidence based strategies and data collection builds systematic changes that support students with disabilities.



Reshape Philosophy

A collective focus that all truly means all, and it isn't a selective approach.

Which students are we okay leaving behind vs not? Okay understanding vs. not...

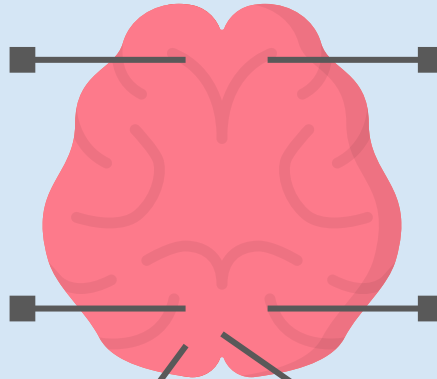
Let's do an activity...



Task Boxes

Task Box 1

Creative Writing and writing practice



Task Box 3

Completing a task/
Asking for help.

Task Box 2

Classroom worksheet practice.



Task Box 4

Following Directions and completing a task.

Task Box 6

Reading
Comprehension



Task Box 5

Show evidence of
practice and mastery



Task Boxes

Task Box 1

Fine Motor Issues



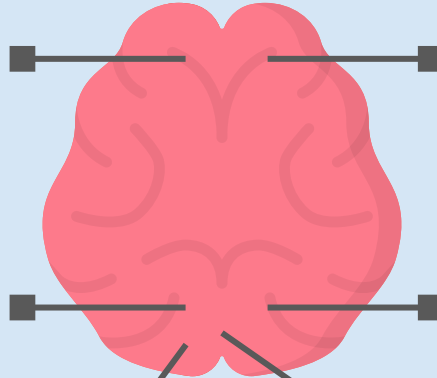
Task Box 2

Overwhelm/
Anxiety



Task Box 6

Disfluencies with
graphemes



Task Box 3

Non-Verbal or limited
verbal expression



Task Box 4

Focus issues and
rejection sensitive



Task Box 5

High achieving

Group Activity...

You need the following items:

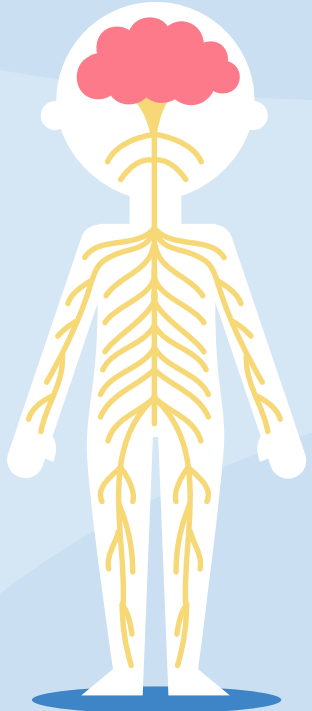
- 1. Paper**
- 2. Pen/ pencil**
- 3. Listening ears**

Keep in mind that many struggle with processing, too...

Supportive Efforts

Know your student's neurodiversity!

Get cozy with the diagnosis. Example: ODD



Know the Triggers! Know the Anxiety!

What are the antecedents? What makes life hard for these learners? How can you be proactive?

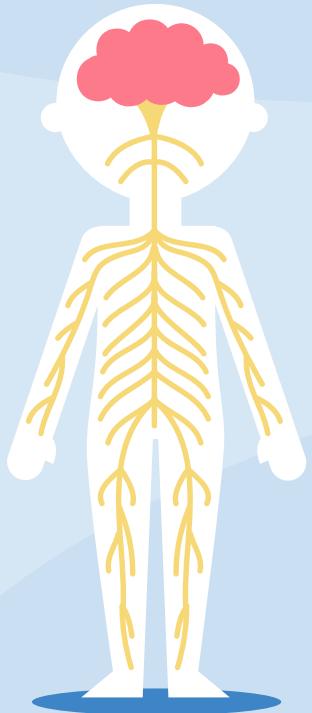
Unsure of the validity of your gut instinct?
Gather some baseline data!

Write qualities goals with evidence-based strategies in mind!

Write goals that target the missing skill. How do you make it measurable? Do you need an outside expert like BCBA?

Actually USE the strategies

Where's the fidelity? How do you know it's actually being implemented?



If you decide to implement a behavior goal...

For the love of everything holy, please understand you have to TEACH the behavior explicitly.

How do you teach it in isolation and how do you teach it in context?

How do you collect data!?!?

How might you accommodate these learners?

Task Box 1

Fine Motor Issues



Task Box 3

Non-Verbal or limited verbal expression

Task Box 2

Overwhelm/
Anxiety



Task Box 4

Focus issues and rejection sensitive



Task Box 6

Disfluency reading print correctly

Task Box 5

Motivation and Rationale

Why is this so important...

Because of the stuff beneath...



Rejection Sensitive Dysphoria

Heighten experiences of rejection, failure, and disapproval.

Suicide / Attempts of Suicide

ASD 8 times higher to attempt.
ADHD types 6 times higher.

The “Unseen Condition”

“You look fine, so act normal!”
Higher rates of discrimination and unmet needs in the school and workplace.

What can I do now? I don't know enough!



Ask.

Ask your students and parents questions.

Collaborate with your student.



Advocate.

Be the champion for the student with the unseen condition.

Create a culture of acceptance.



Learn.

Be a researcher.

Find strategies and make the intentional effort to use them.

Thanks!

Do you have any questions?

Paige Parsons

Laurel-Concord-Coleridge School

paige.parsons@lccschool.org

402-256-3133



Nerd Stuff

<https://www.disabled-world.com/disability/awareness/neurodiversity/>
https://www.lgbtqiahealtheducation.org/wp-content/uploads/2020/08/Neurodiversity-and-Gen-der-Diverse-Youth_An-Affirming-Approach-to-Care_2020.pdf
<https://pubmed.ncbi.nlm.nih.gov/32770077/>
<https://www.learnfromautistics.com/neurodiversity-movement-opposition/>
<https://homeschoolingwithdyslexia.com/dyslexia-simulations/>
<https://neuroclastic.com/living-with-rejection-sensitive-dysphoria/>
<https://chadd.org/attention-article/adhd-self-harm-and-suicide/>
<https://bmcpneurology.biomedcentral.com/articles/10.1186/s12888-021-03247-6>
<https://news.bloomberglaw.com/bloomberg-law-analysis/analysis-eeoc-stats-make-the-case-for-protecting-neurodiversity>

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