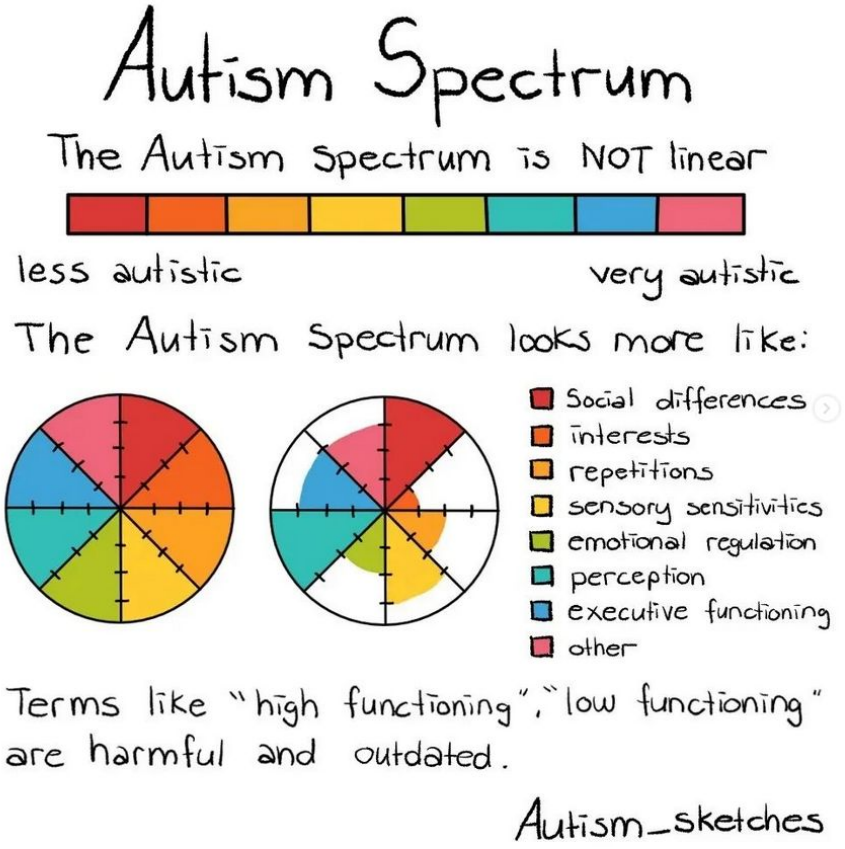
Overview

- A bit about Autism and ADHD
- My experiences as an AuDHD student
- A bit about Universal Design for Learning (UDL)
- General teacher tips
- A specific example

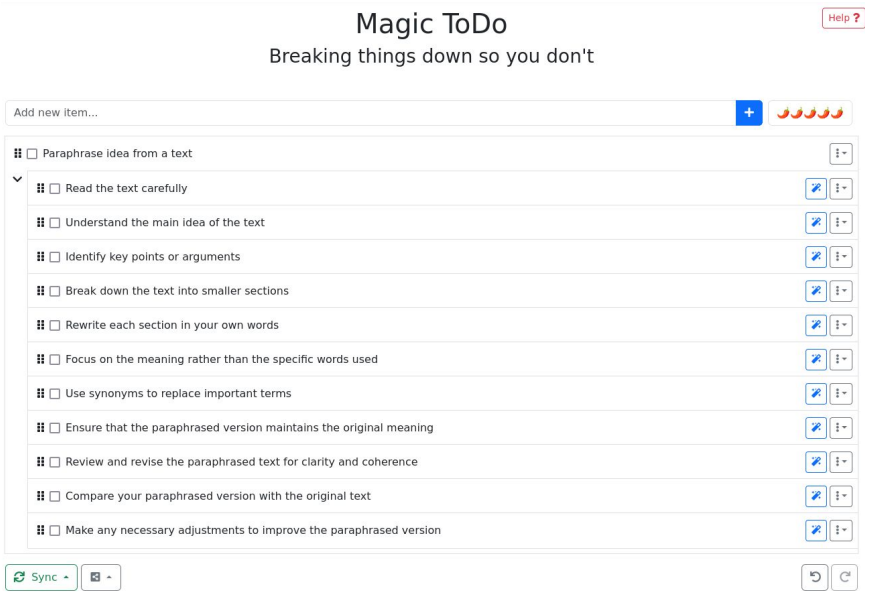


Autism Sketches [@autism_sketches]. (2022, April 2). *Today is World Autism Awareness Day, Please read through every slide. Autism Spectrum: The autism spectrum is not linear. Being* [Illustration]. Instagram. https://www.instagram.com/p/Cb2ykmTM0TN/?img_index=1

- Sensory issues (7 senses)
- Communication difficulties between autistic and neurotypical people (goes both ways)
- Passionate interests
- Find routines calming
- Auditory processing disorder
- Executive functioning difficulties

Executive functioning challenges

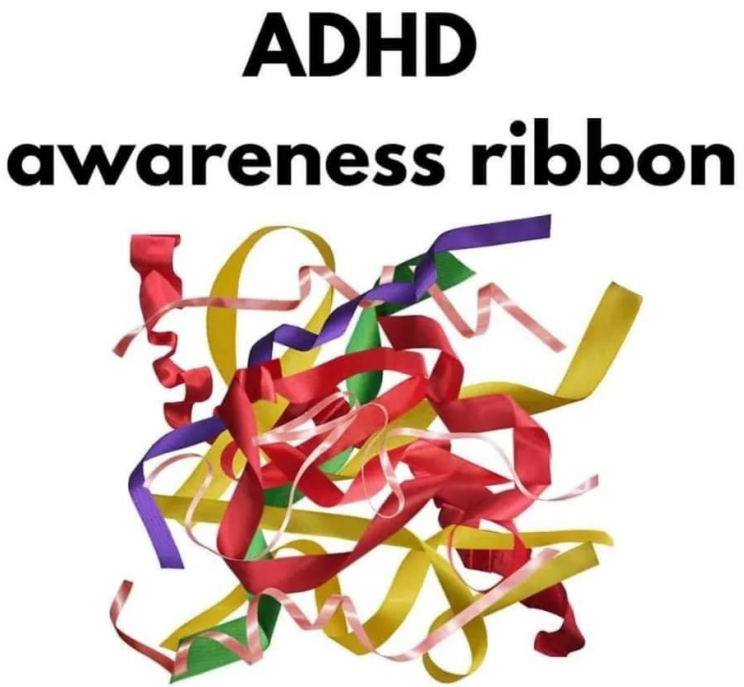
- Starting & stopping tasks
- Impulse control
- Emotional regulation
- Planning
- Organization
- Time management
- Working memory



GoblinTools https://goblin.tools/

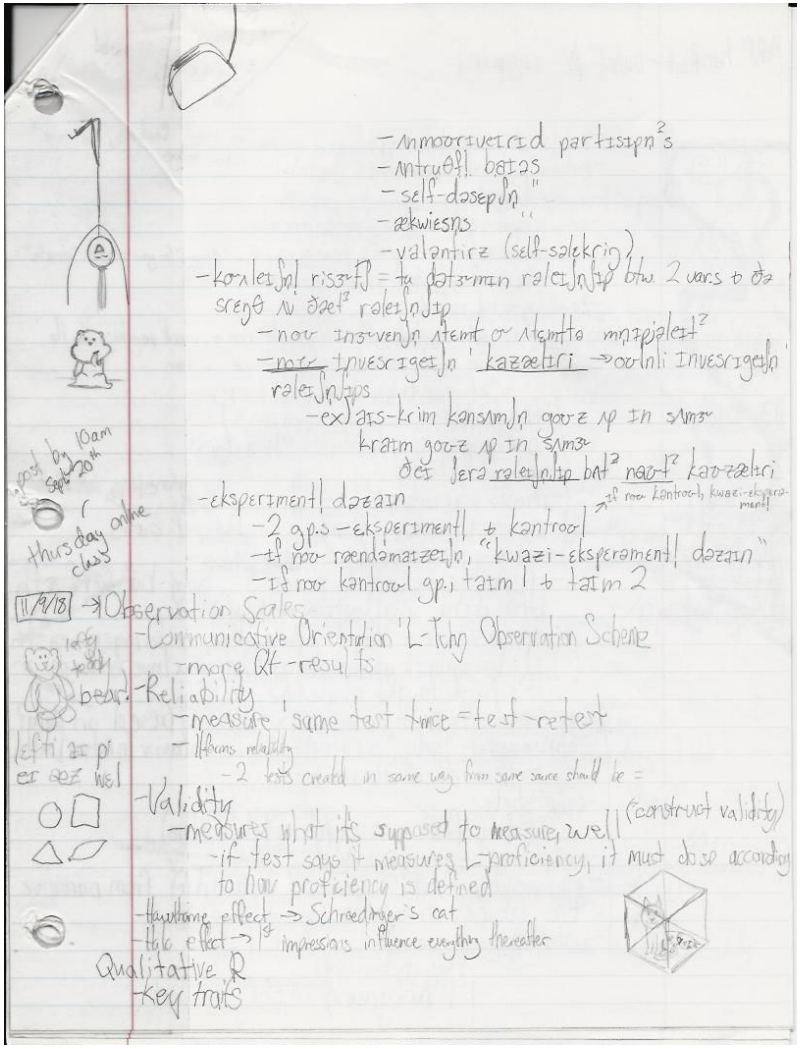
ADHD

- Executive functioning difficulties
- Dopamine!
- Sensory issues
- May miss social cues
- Distractibility & hyperfocus
- Auditory processing disorder
- Rejection Sensitive Dysphoria (RSD)



ADHD_Wanderlust. (2022). *ADHD Ribbon* [Image]. Reddit. https://www.reddit.com/r/adhdmeme/comments/srlrnz/adhd_ribbon/?rdt=59886

My AuDHD student experiences



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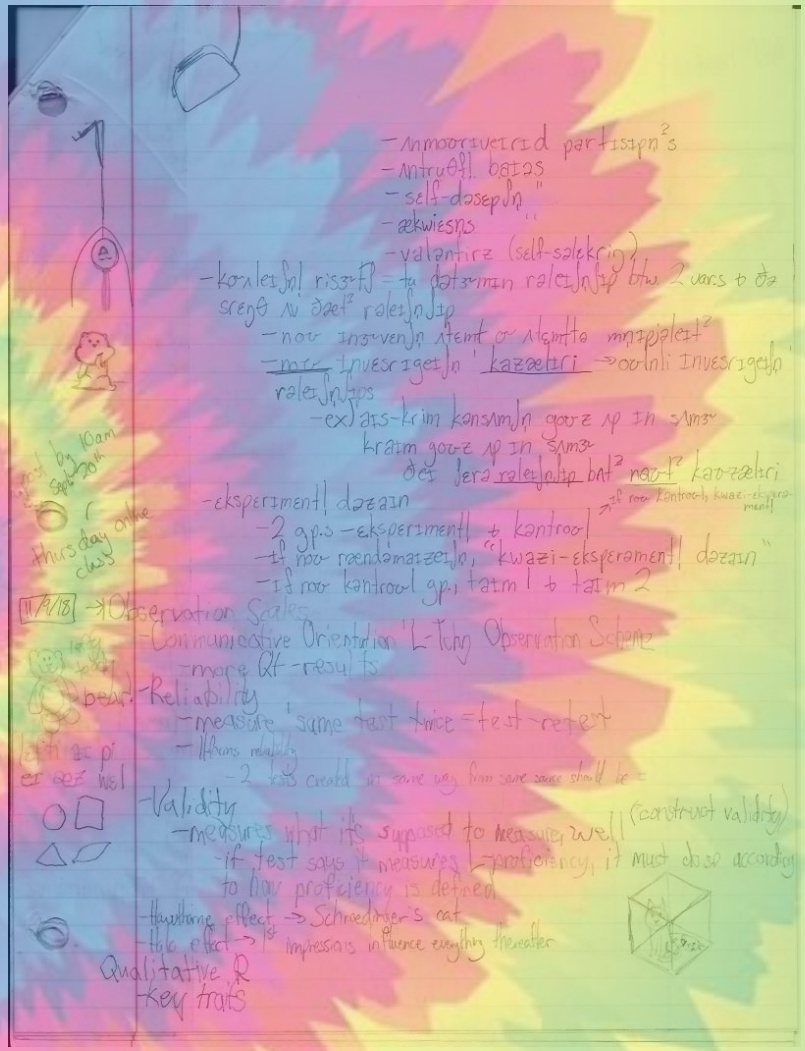
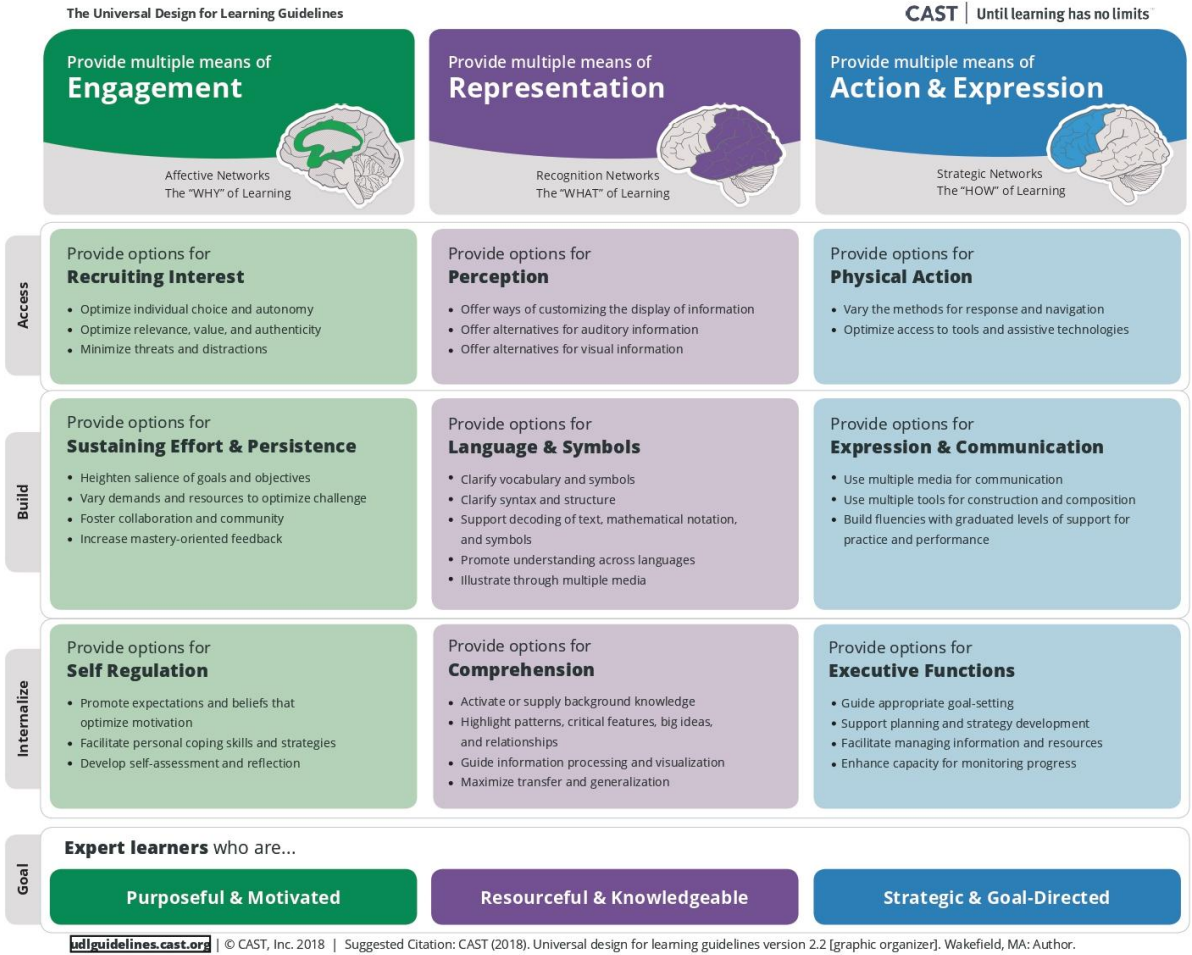


What is Universal Design for Learning (UI



Why accommodate neurodiversity with UDL?

- Does not require disclosure (Clouder et al., 2020)
  - Diagnoses can be hard to obtain
  - Diagnoses can be stigmatizing
  - Adult students may want to distance themselves from their diagnoses
- Does not single out students from their peers
- Improves everyone’s learning experience

Some tips as a teacher

- Inter-neurotype communication is very similar to intercultural communication
  - Be clear--avoid figurative language
  - Explain unwritten rules or the reasoning for the way things are being done
- Whenever possible, allow for multiple ways of doing an activity
  - Give students a menu of tasks to choose from
  - Students can give you ideas
  - Allow for things to be gamified
- Allow for processing time:
  - Pause.
  - Give information both orally and in writing.
- Control what you can in the physical environment

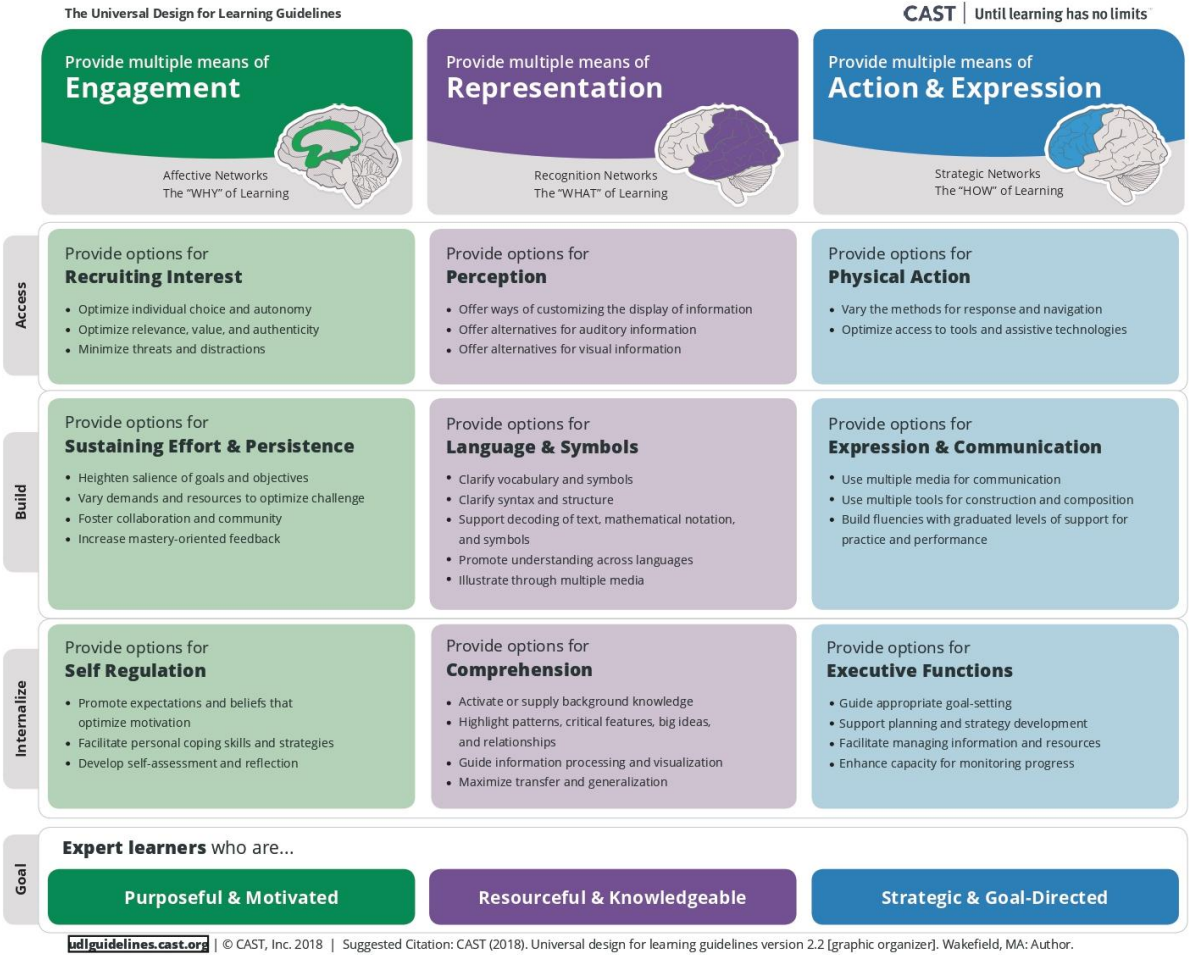
General things I do for *all* students

- Allow most activities to be individual or pair
- Allow reasonable flexibility in device use (especially 🎧)
- When I *don't* allow flexibility, I articulate *why*
- Allow students to choose from a menu of activities
- Allow students to leave the room any time they need to

Accommodating a student with selective mutism

- Communicated with the student by email, found some solutions
  - Personal Google Doc, WhatsApp
- “Speed dating” activity
  - 1st identify primary aim of the activity: Broaden Ss’ perspectives on social norms
  - 2nd: How could someone do with without talking?
  - Accommodation: I gave my student the list on the Google Doc, told him on WhatsApp to look at it by a certain day and follow the instructions:
    - look over the list, highlight the 3 norms he found most interesting, and answer some reflection questions.

Finally, reflect on if the adjustment is worth making available across the board



References

CAST (2018). Universal design for learning guidelines version 2.2. http://udlguidelines.cast.org

Clouder, L., Karakus, M., Cinotti, A., Ferreyra, M. V., Fierros, G. A., & Rojo, P. (2020). Neurodiversity in higher education: A narrative synthesis. Higher Education, 80, 757-778. https://doi.org/10.1007/s10734-020-00513-6

Further reading

Birdwell, M. L. N., and Bayley, K. (2022). When the syllabus us ableist: Understanding how class policies fail disabled students. Teaching English in the Two Year College, 49(3). https://doi.org/10.58680/tetyc202231803