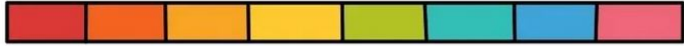


# Overview

- 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 Spectrum

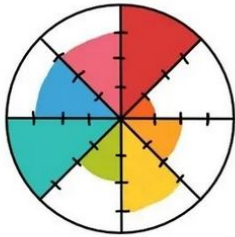
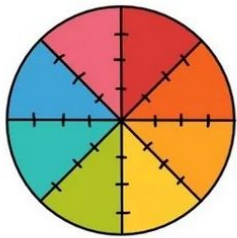
The Autism Spectrum is NOT linear



less autistic

very autistic

The Autism Spectrum looks more like:



- Social differences
- interests
- repetitions
- sensory sensitivities
- emotional regulation
- perception
- executive functioning
- other

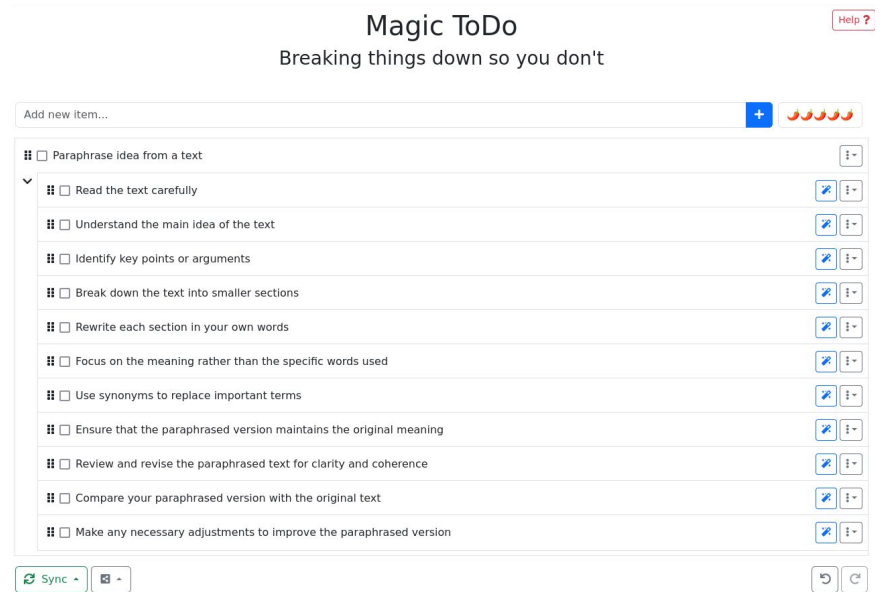
Terms like "high functioning", "low functioning" are harmful and outdated.

Autism\_sketches

- 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



The screenshot shows the 'Magic ToDo' application interface. At the top, it says 'Magic ToDo' and 'Breaking things down so you don't' with a 'Help ?' button. Below this is an input field for 'Add new item...' with a blue '+' button and a row of five orange fire icons. The main content area is a list of tasks, each with a checkbox and a sub-list of smaller tasks. The tasks are:

- ##  Paraphrase idea from a text
- ##  Read the text carefully
- ##  Understand the main idea of the text
- ##  Identify key points or arguments
- ##  Break down the text into smaller sections
- ##  Rewrite each section in your own words
- ##  Focus on the meaning rather than the specific words used
- ##  Use synonyms to replace important terms
- ##  Ensure that the paraphrased version maintains the original meaning
- ##  Review and revise the paraphrased text for clarity and coherence
- ##  Compare your paraphrased version with the original text
- ##  Make any necessary adjustments to improve the paraphrased version

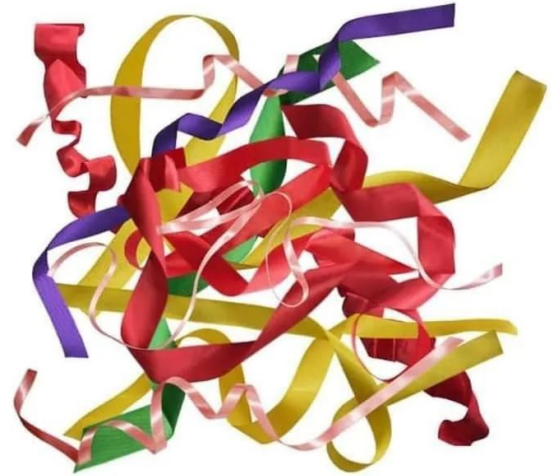
At the bottom, there are buttons for 'Sync', a minus sign, and navigation icons.

GoblinTools <https://goblin.tools/>

# ADHD

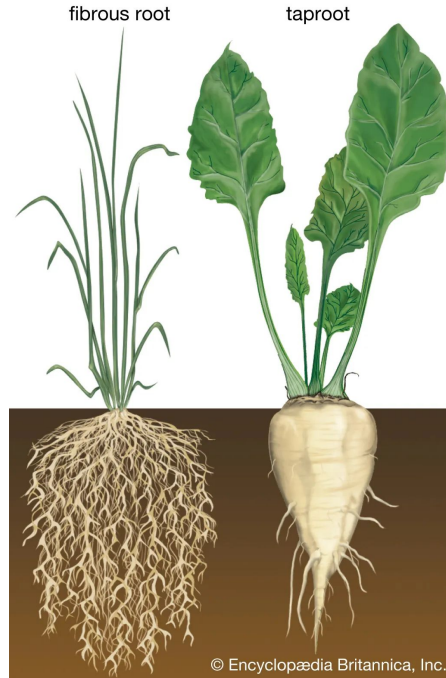
- Executive functioning difficulties
- Dopamine!
- Sensory issues
- May miss social cues
- Distractibility & hyperfocus
- Auditory processing disorder
- Rejection Sensitive Dysphoria (RSD)

# ADHD awareness ribbon



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

# My AuDHD student experiences



Handwritten notes on lined paper with various diagrams and symbols:

- inmoortveitrid partissipn's
- Antruffl. botas
- self-dosep'n "
- ækwiesns "
- valentire (self-sølekrig)
- konlejal rissert = tu potziman rølejn'atp bhw 2 vørs t øz srege N dæf' rølejn'atp
- nor insvøenja stent or nlemtta mrtj'pelt'
- mor t'pvesr'iget'ja 'kazært'ri → ornl'i Invesr'iget'ja rølejn'atps
- ex)ats-krim konsm'ja gøvz ap in smør kram gøvz ap in smør
- øz jers rølejn'atp bat' nør' kær-zært'ri
- eksperimentl. dæzain
- 2 g.p.s - eksperimentl. t. kōntrool
- t' nør røndomat'zet'ja, "kwazi-eksperimentl. dæzain"
- t' nør kōntrool g.p., t'atm 1 t. t'atm 2
- 11/9/18 → Observation Scales
- Communicative Orientation L-Ting Observation Scheme
- more Rf - results
- Reliability
- measure 'same test twice = test-retest
- t'foms reliability
- 2 t'ns created in same way from same source should be =
- Validity
- measures what it's supposed to measure well (construct validity)
- if test says it measures L-proficiency, it must do so according to how proficiency is defined
- thoughting effect → Schrödinger's cat
- to be effect → impressions influence everything thereafter
- Qualitative R
- Key traits

Diagrams include a vertical line with a circle at the top, a small bear-like figure, a clock face, and a 3D cube with a figure inside.





# What is Universal Design for Learning (UDL)



# 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

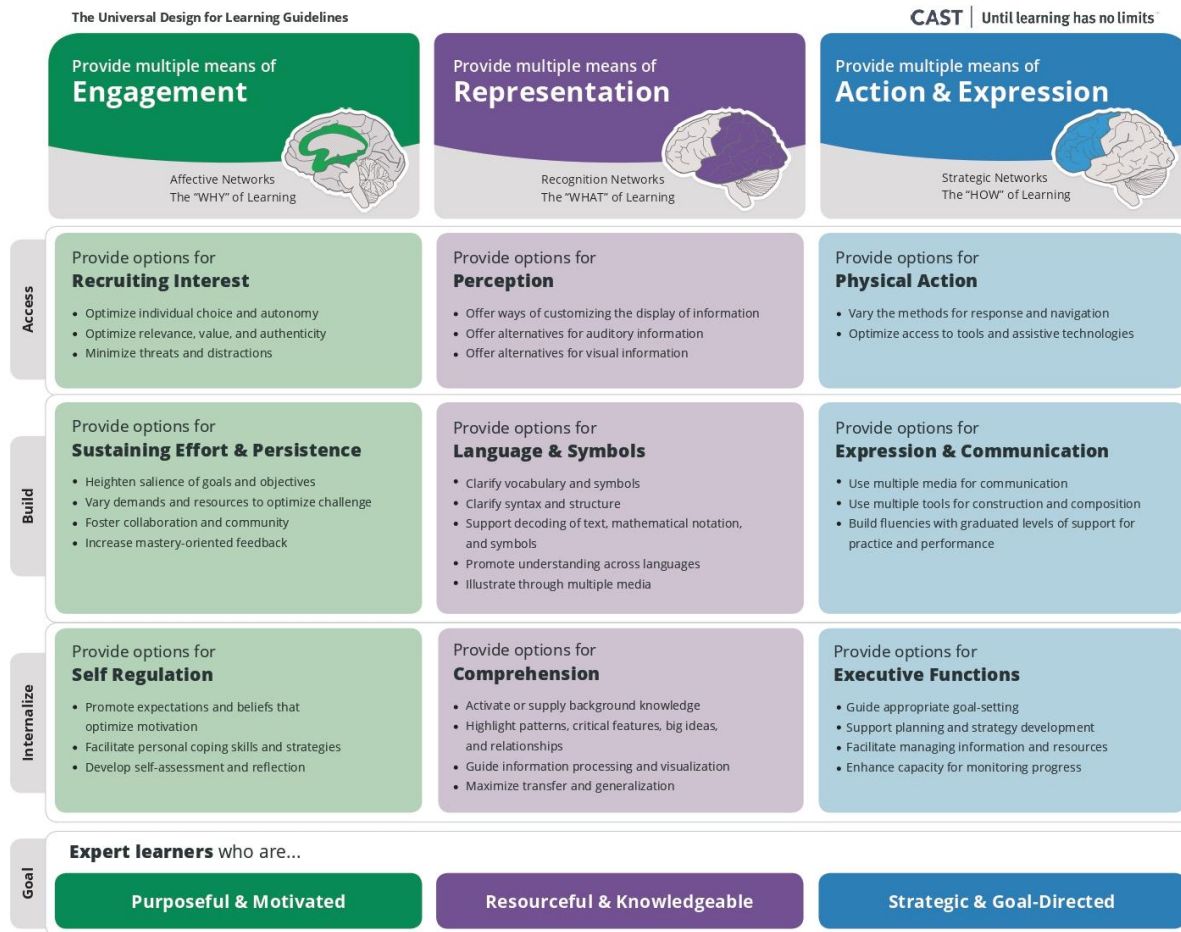
# General things I do for *all* students

- 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>