TRAINER NOTES
PROFESSIONAL PRACTICE: USING INCLUSIVE PRACTICES

UNDERSTANDING AND ENGAGING WITH NEURODIVERSITY

Time:

60-90 minutes

Aim:

The aim of this module is to support teachers to explore an element of using inclusive practices in the classroom by examining the concept of diversity and inclusion, with a shift away from the medical to the social model of inclusion and the implications that this can have for learners in the classroom.

Outcomes:

By the end of the module, teachers will be better able to:

- Discuss their understanding of diversity and neurodiversity
- Examine the concept of identifying SEN
- Highlight the differences between the medical and social models of inclusion
- Explore ways to support neurodiverse learners
- Reflect on the topic explored and apply new learning to their current contexts

Materials:

- Access to the internet, a computer and a projector to play the video and display slides are needed.
- Links to all videos are in the accompanying PowerPoint.
- Pictures cut up (one set)
- Labels cut up (one set per pair)

Lesson outline:

Approx. time	Stage	Procedure
5	Warmer – activate schemata	- Ask teachers to consider the question, "in what ways are people diverse?" - Elicit one or two examples, this may include nationality, gender, learning style etc. - Teachers discuss in pairs what diversity means to them - Whole class feedback
5	Introducing neurodiversity – Writing a definition	- Ask teachers to work in pairs and write a definition of neurodiversity, if necessary pre-teach 'neuro' - Elicit a few examples of teacher's definitions or ask them to show another pair to compare

10	Video one: defining diversity and neurodiversity	• Watch video one • Whole class discussion, consider how Phil's thoughts compare with the teachers' thoughts and understandings of diversity, as well as definitions of neurodiversity • Make note of any interesting comments
5	Which of these children have SEN?	• Display the images either on the slide or print from the appendix (cut ups 1) and stick around the room (if you do this, number the pictures). Ask the teachers which of these learners may have Special Educational Needs? *(note - the photos are of models, not children with SEN)* • Elicit feedback
5	Video two: identifying SEN	• Watch video two • Whole class discussion about how Phil's comments compare with the teachers' comments in the previous task, do they agree or disagree?
10	SEN labels	• Task 1: Hand out label cut ups (cut ups 2) and ask teachers to organise them into 3 columns: words they know, recognise but aren't completely sure about, and words they don't know • Whole class discussion, review unknown labels • Task 2: Reorder the labels into two columns: sensory needs and cognitive needs • Whole class discussion (focus here on the activity of labelling and not vast detail on medicalized meaning of labels)
5-10	Video three: engagement and what learners CAN DO!	• Watch video three • Whole class discussion, do the teachers agree or disagree that we should focus on engagement, what learners can do and their strengths
5-10	What is happening/not happening in these classrooms	• Ask teachers to divide a piece of paper into four and display the four classroom pictures • Ask teachers to write in each box what is happening/not happening in each picture • Elicit whole class feedback, focus on "where is learning taking place?" and "how can we support our learners to learn?"
5-10	Video four: how classrooms look from a neurodiversity perspective	• Watch video four • Whole class discussion considering the important point - often classrooms can be difficult places for learners, and sometimes what we do in our classrooms (especially for those identified as SEN) doesn't fit with the way in which many people learn and identify that

		the difference in a neurodiversity approach is that the focus should be on to support our learners
5	The medical versus social model of inclusion	• Elicit what the teachers know about this and the implications it may have on teaching and learning
5-10	Video five: recognising learning differences not difficulties	• Watch video five • Whole class discussion on their beliefs, practices in their countries and implications for their classrooms
5	The shapes activity	• Give the teachers 1 minute to memorise the shapes • Remove the shapes and ask the teachers to draw everything that they can remember • Show them the shapes slide again and ask them what they found easy to remember, for example direction of shape, sequence of shapes, colour etc. • Elicit implications that this has for teaching and learning, e.g. everyone is different and encouraging teachers to focus on what they got right, not what they got wrong
5-10	The drawing activity	• Show teachers the image and work as a whole class to add to the picture, encourage teachers to come up and add their own thoughts to the picture • NB: you could do this task on an IWB, a whiteboard or a large piece of paper. The rationale for this activity is in the following video and you will revisit this picture after viewing the video to get more use from the picture (visual text).
5-10	Video six: supporting neurodiverse learners	• Show video six • Discuss how the visual text was created and elicit examples that Phil has given and how this text can be used with learners • Elicit how this activity might work in the teacher's individual contexts *Optional - you could use this opportunity for teachers to do microteaching with activities they create for using the visual text*

5	Reflections	• Show the Alexander Den Heijer quote • Ask the teachers to work in pairs and discuss the meaning of this quote and whether they agree/disagree? What are the implications for teaching • Whole class discussion and sharing of thoughts
5	Conclusion/wrap up	• Show video seven • Final discussion and point to make, that it is the obligation of schools and teachers to ensure all of our different sorts of brains are engaged

Ideas for follow up lessons:

- Ask teachers to share own examples of activities that can appeal to a diverse group of learners.

- Encourage teachers to complete a SWOT analysis of their current contexts and work through areas where the environment could be more inclusive.

CUTUPS 1

Pictures

CUTUPS 2

Labels

Physical impairment	Social Emotional Behavioural disorders (SEBDs)	Speech & language needs	Dyspraxia
Hearing impairment	Dyscalculia	Cognitive differences	
Visual impairment	Gifted & Talented	Dyslexia	
Societal factors: family, trauma & displacement	ADHD	Autism/ Asperger's	