

## LESSON PLAN TEMPLATE:

<b>Name of the class:</b>		How can the Neurodiversity Paradigm inform teaching?	
<b>Suitable context: (e.g., entry-level/ undergraduate/postgraduate)</b>		Undergraduate/postgraduate- suitable to discuss reasonable adjustments.	
<b>Total time: (e.g., 1 hour, 2 hours, 1 day)</b>		~ 1 hour	
<b>Pre-requisites:</b>		The basic concept of Neurodiversity.	
<b>Related resources (e.g. slides, assignment materials, lecture recordings, etc)</b>		Gobbo, K., Putney, V. T., & Shmulsky, S. (2019). Should neurodiversity culture influence how instructors teach. <i>Academic Exchange Quarterly</i> , 23(4), 12-17.	
<b>Learning outcomes:</b>		<ol style="list-style-type: none"> <li>1. To understand how the Neurodiversity paradigm can inform and enhance teaching.</li> <li>2. To reflect on diversity in academic and discuss reasonable adjustments.</li> <li>3. To reflect on educators' continuous professional development.</li> </ol>	
<b>Time</b>	<b>Activity</b>	<b>Instructor notes</b>	
5 minutes	Discuss ableist language and provide a code of conduct on how to communicate about neurodivergent individuals.	Provide comments that these words are not used and keep an eye on how the language is used within class to ensure people feel included as opposed to excluded, in order to reduce any inequities.	
15 minutes	In the seminar, ask students to read Gobbo et al.'s “). Should neurodiversity culture influence how instructors teach.” manuscripts and make notes,	Instructions should provide questions such as neurodiversity culture and how academics teach classes. However, most of the teaching is	

	<p>highlight reactions and thoughts.</p>	<p>focused on staff thinking of matters with very little input from students.</p> <p>To state that the Gobbo et al.'s paper is short. It provides information about how neurodiversity culture influences teaching behaviour and reasonable adjustments. We should ask questions such as: should neurodivergent students be solely driving this behaviour to help instructors teach? Should the weight be on them? How can we move forward to reduce the inequalities for neurodivergent students?</p>
<p>30 minutes</p>	<p>Discuss the papers</p>	<p>Instructions should be around class and gather arguments and reactions from students. This can be any form such as mind mapping, identifying challenges, also to ask them about their privileges as described in their paper.</p> <p>Instructors should ask their students to consider implications of language culture and ask students to discuss the implications together. Discussion should be on more diverse, critical and inclusive voices, highlighting the benefits of including</p>

		<p>neurodivergent students in the conversation and how instructors should compensate for their time and effort.</p> <p>When preparing to ask students remember to ask under-represented minorities first, especially Neurodivergent Black, Indigenous and women of colour.</p>
15 minutes	<p>Students should consider how they should contribute to the teaching style, while considering their positionality and behaviours about language that may contribute to structural racism, ableism and so on? Also, to state the challenges of making our environment neurodivergent but how to overcome them? Also, think and listen to neurodivergent individuals about how they want to be discussed. In order to make feel heard and listened.</p>	<p>The presentations can be used to show and highlight how we can listen to them.</p>
Final: ~ 3 minutes	<p>End with a recap of how important it is to use the correct and supportive to capture voices and perspectives in psychology to move to a more generalisable science of behaviour and cognition. To highlight the “impartial” and “objective” science is in fact value-laden and to move it to a more open, generalisable and reproducible science.</p>	