

LESSON PLAN TEMPLATE:

Name of the class:	The myth of the normality? How neurodiversity dismantles the generalisability crisis.	
Suitable context: (e.g., entry-level/ undergraduate/postgraduate)	Undergraduate/postgraduate- suitable to discuss reasonable adjustments.	
Total time: (e.g., 1 hour, 2 hours, 1 day)	~ 2 hour	
Pre-requisites:	The basic concept of Neurodiversity and generalisability crisis.	
Related resources (e.g. slides, assignment materials, lecture recordings, etc)	<p>Armstrong, T. (2015). The myth of the normal brain: Embracing neurodiversity. <i>AMA journal of ethics</i>, 17(4), 348-352.</p> <p>Yarkoni, T. (2022). The generalizability crisis. <i>Behavioral and Brain Sciences</i>, 45, e1.</p>	
Learning outcomes:	<ol style="list-style-type: none"> 1. To use Neurodiversity to answer how normality is a myth to human behaviour and cognition. 2. Consider whether papers that exclude these conditions are generalisable to specific behaviour of interest. 3. How neurodiversity can intersect with the generalisability crisis. 	
Time	Activity	Instructor notes
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.

<p>30 minutes</p>	<p>In the seminar, ask students to read Armstrong's "The myth of the normal brain: Embracing neurodiversity" and Yarkoni "the generalisability crisis", manuscripts and make notes, highlight reactions and thoughts.</p>	<p>Instructions should provide questions such as neurodiversity culture and how academics teach classes. However, most of the teaching is focused on staff thinking of matters with very little input from students.</p> <p>To state that Armstrong's paper is short and Yarkoni's paper is long. However, they must only read Yarkoni's paper and not the commentaries. Yarkoni talk about how the findings generalises beyond a simple stimuli and how it discusses how it generalises across cultures. Armstrong discusses the myth normality. We should ask questions such as: should neurodivergent students be excluded? If yes, are the findings generalisable to specific behaviour of interest? Have we considered why we have removed them? Is it because of a scientific reason? Is the evidence ableist in nature or is it the result of careful reasoning?</p>
<p>45 minutes</p>	<p>Discuss the papers</p>	<p>Instructions should around class and gather arguments and reactions from students. This can be any form such as mind mapping, identifying</p>

		<p>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 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>
30 minutes	<p>Students should consider how the generalisability crisis and neurodiversity intersect with one another. How we can investigate behaviours without creating arbitrary cut-offs. Also, to state the challenges of including neurodivergent adults in these studies? While discussing whether normality myth applies to generalisability crisis?</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</p>	<p>Activity for coursework: How does generalisability</p>

	<p>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>	<p>crisis intersect with neurodiversity?</p> <p>OR</p> <p>How myth of normality contributes to the generalisability crisis?</p>
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