



Neurodiversity and Inclusivity Community of Practice

Introductions



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Developer (SpLD) at University of
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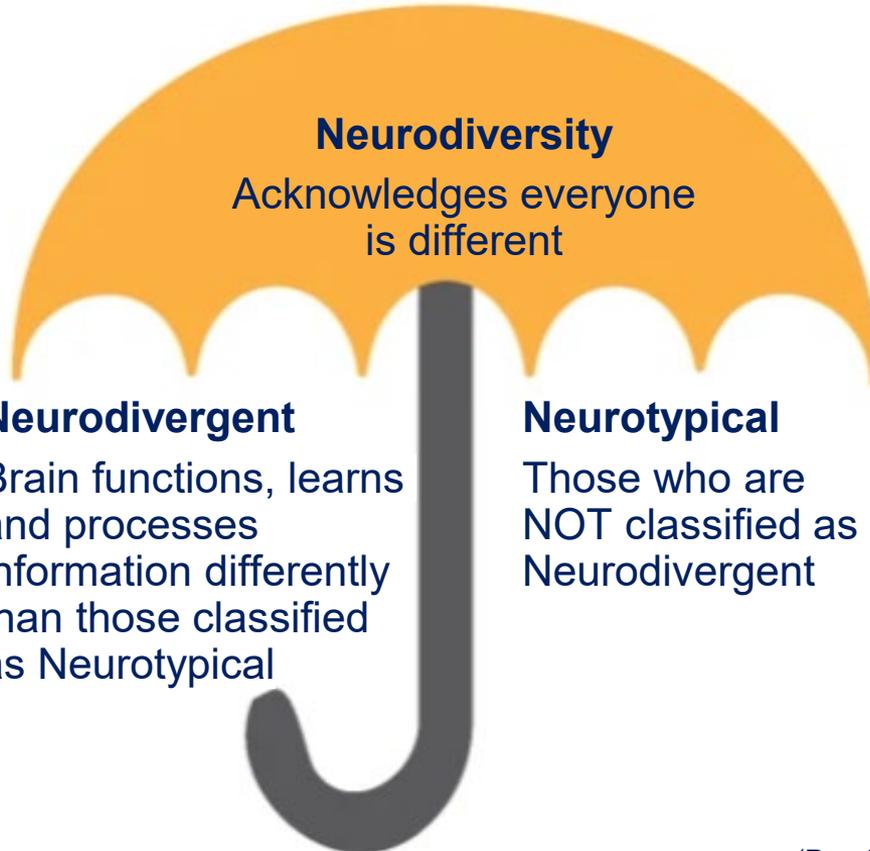


Karen Welton - Learning
Development Advisor at Plymouth
College of Art

How is neurodiversity defined?

- a) A brain that functions in ways that diverge significantly from the dominant societal standards of “normal”.
- b) A style of neurocognitive functioning that falls within the dominant societal standards of “normal”.
- c) The diversity or variation of cognitive functioning in humans.





Neurodiversity

Acknowledges everyone
is different

Neurodivergent

Brain functions, learns
and processes
information differently
than those classified
as Neurotypical

Neurotypical

Those who are
NOT classified as
Neurodivergent

(Resnick, 2021)



ALDinHE
Association for Learning Development in Higher Education

Would you like to be part of a group of volunteers, supporting us to meet peer-mentoring groups and sharing practical expertise in the field of learning development?

Join the PEER MENTORING GROUP

LOVE WORKS

Time Required: One hour a week, plus preparation and admin time. Sessions will be held on the 1st and 3rd Tuesdays of each month. You will need to attend the first session.

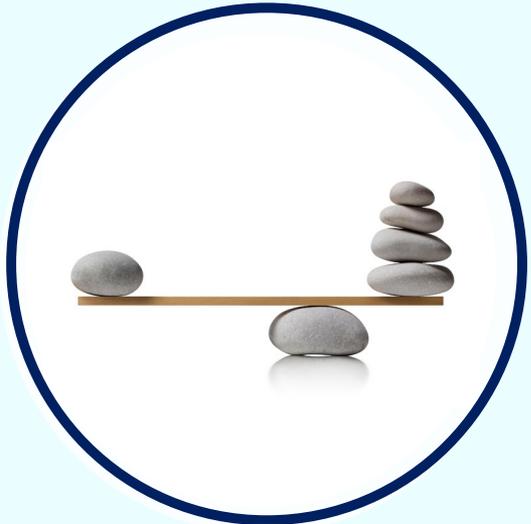
Skills Required: You'll need to be enthusiastic, able to listen and support, and have good communication skills. You'll also need to be able to work with a group and be able to share your own experiences.

Gain Experience: This is a chance to develop your skills in a practical way. You'll be able to gain experience in working with a group, in supporting others, and in sharing your own experiences.

Role and Responsibilities: You'll be responsible for supporting the peer-mentoring groups, for sharing your own experiences, and for providing support and advice to the groups. You'll also be responsible for sharing your own experiences and for providing support and advice to the groups.

If you are interested in joining the peer mentoring group and would like to know more, please email ald@aldinhe.ac.uk

[@aldinhe](#) [aldinhe](#) [aldinhe](#) [aldinhe](#)



Motivations for Starting the Group

Aims of the Group

- Act as a forum for regular discussions around neurodiversity and inclusivity between different institutions.
- Encourage the sharing of ideas between LD professionals and other professionals involved in teaching and learning.
- Disseminate information concerning good practice, and how this could best be implemented, to benefit the wider community.
- Provide an opportunity for networking between those with specific shared interests (e.g.) dyslexia, autism, attention deficit disorder, assistive technology etc.
- Discuss published research papers to enhance knowledge and understanding.



What we want to gain from the group



What we have learnt so far

- Disparity in training across different universities = the need for universal training for all student facing staff to ensure knowledge of inclusive teaching practices.
- Importance of involving ND people in the conversations/process. Collaborating and co-creating with people with lived experiences.
- How contentious the term ND is.
- Individuality is important.
- Safe and informative space to discuss ND and to personally disclose.

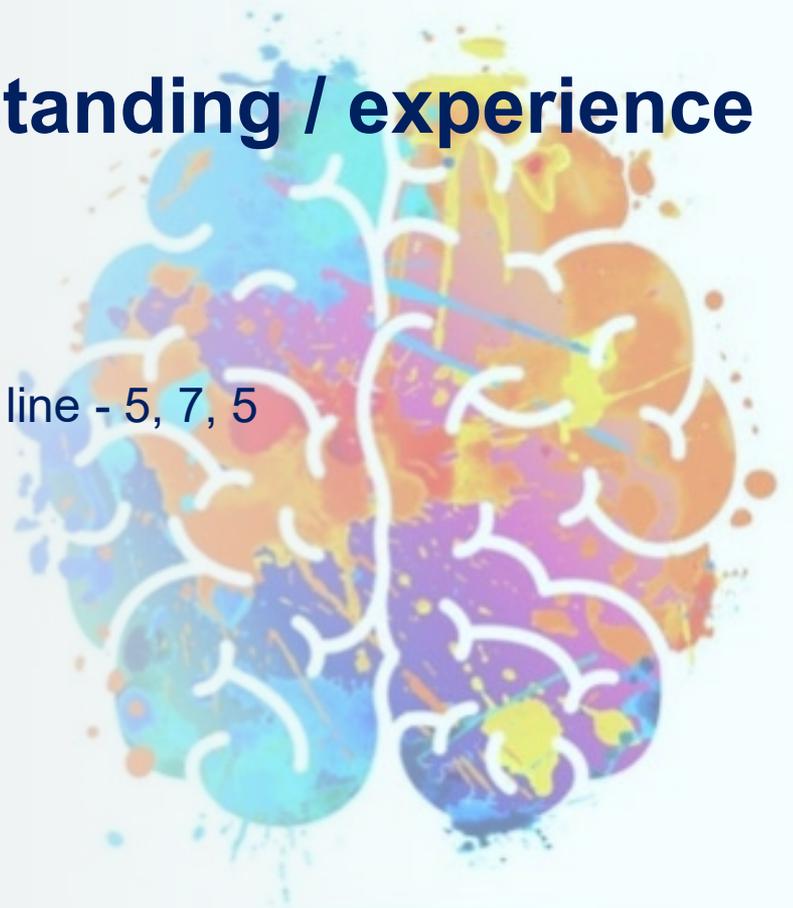
Exploring your own understanding / experience

Haiku poetry:

- 3 lines with a set number of syllables per line - 5, 7, 5

With trepidation,
she describes her suffering
to those who will hear.

Disclosure was key,
it changed his experience,
now and forever.



Participants' haikus/part haikus...they are amazing!

(some have been slightly adapted to fit the 5,7,5 syllable constraints)

Learning how to learn,
neurodiverse and vibrant,
sharing how to think.

My daughter struggles
with listening and focus.
She might be ND.

Too stimulated,
or not enough? My brain is
undecided which.

Confusion for me.

To disclose or not?

Beggars belief for all staff,
poor students, oh dear.

She was ignorant
but craved enlightenment, to
help her wise learners.

To disclose or not?
Will it change my admission?
Will they still want me?

Thoughtfully with care.

Too much on, or not enough?

Realised doctor,
neurodiverse as
patients.
Understanding gained.

The desire to search
as a community for
the tools to help all.

Don't limit thinking,
unreliable labels,
we keep leaking out.

Participants' haikus/part haikus...they are amazing!

(some have been slightly adapted to fit the 5,7,5 syllable constraints)

Wow, my mind buzzed, wow!
Colours, images, thoughts, wow!
I am me, so what!

He can't follow lists.
We don't speak the same language,
but, we still try to.

How does she see me?
I try to connect, but miss.
We learn together.

Moving Forward

- The [CoP](#) is now promoted on the ALDinHE website - please complete this [expression of interest form](#) if you would like to join the community. Please feel free to promote to your colleagues/networks.
- Our next meeting is on **Wednesday 23rd March at 10-11am**



References

Kittelstad, K (nd) [Examples of Haiku Poems: Traditional and Modern](#). (Accessed: 23 January 22).

Planet Neurodivergent (2021) [Neurodiversity: some basic terms & definitions](#). (Accessed: 21 January 22).

Resnick, A (2021) [What does it mean to be neurodivergent?](#) (Accessed: 21 January 22).

