

Implementing Neuroaffirming Practice for Autistic/ADHDer Students

TIER 1 STRATEGIES

YES NO

- | | | | |
|---|---|-----------------------|-----------------------|
| 1 | Upskill teachers in direct, literal language use, and difference between declarative and imperative language. | <input type="radio"/> | <input type="radio"/> |
| 2 | Implement predictability on a macro and micro level. | <input type="radio"/> | <input type="radio"/> |
| 3 | Normalise variety of communication and have AAC as part of classroom practice. | <input type="radio"/> | <input type="radio"/> |
| 4 | Inclusive classroom modelling based on needs and have set up to meet various sensory needs | <input type="radio"/> | <input type="radio"/> |
| 5 | Classroom wide discussions on neurodiversity and how to support other students | <input type="radio"/> | <input type="radio"/> |

RESOURCES

REFLECTIONS

Implementing Neuroaffirming Practice for Autistic/ADHDer Students

TIER 2 STRATEGIES

YES NO

1

Have a Social Identity group or clubs based on special interests

2

Explain why rules are in place and balance student's perspective

3

Carry out Sensory Audits of spaces to understand what may be causing distress

4

Academic supports based on supporting executive functioning (e.g. task initiation, organisation etc)

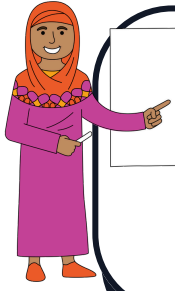
5

Check-and-Connect spaces with safe adults

RESOURCES

REFLECTIONS





Using my role as school psychologist, I will be trying to implement changes to the school and Department that I am working with to align with Neurodiversity-Affirming Practices.

Start by committing to one small change this week. What will it be?

MY COMMITMENT

Write your answer here.

