

Neurodiversity in ACE students

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Introductions...

- Affiliate
- Role (Mentor/board member/team leader)
- Years in Ace
- Emoji to express how your day is going

Goals and Objectives

- Overview of Neurodiversity
- Student Self Advocacy
- Putting it into action in ACE
- Questions and Answers

Abandoned Farmhouse - by Ted Kooser

HE WAS A BIG MAN, SAYS THE SIZE OF HIS SHOES
ON A PILE OF BROKEN DISHES BY THE HOUSE;
A TALL MAN TOO, SAYS THE LENGTH OF THE BED
IN AN UPSTAIRS ROOM; AND A GOOD, GOD-FEARING MAN,
SAYS THE BIBLE WITH A BROKEN BACK
ON THE FLOOR BELOW THE WINDOW, DUSTY WITH SUN;
BUT NOT A MAN FOR FARMING, SAY THE FIELDS
CLUTTERED WITH BOULDERS AND THE LEAKY BARN.

A WOMAN LIVED WITH HIM, SAYS THE BEDROOM WALL
PAPERED WITH LILACS AND THE KITCHEN SHELVES
COVERED WITH OILCLOTH, AND THEY HAD A CHILD,
SAYS THE SANDBOX MADE FROM A TRACTOR TIRE.
MONEY WAS SCARCE, SAY THE JARS OF PLUM PRESERVES
AND CANNED TOMATOES SEALED IN THE CELLAR HOLE.
AND THE WINTERS COLD, SAY THE RAGS IN THE WINDOW FRAMES.
IT WAS LONELY HERE, SAYS THE NARROW COUNTRY ROAD.

SOMETHING WENT WRONG, SAYS THE EMPTY HOUSE
IN THE WEED-CHOKED YARD. STONES IN THE FIELDS
SAY HE WAS NOT A FARMER; THE STILL-SEALED JARS
IN THE CELLAR SAY SHE LEFT IN A NERVOUS HASTE.
AND THE CHILD? ITS TOYS ARE STREWN IN THE YARD
LIKE BRANCHES AFTER A STORM—A RUBBER COW,
A RUSTY TRACTOR WITH A BROKEN PLOW,
A DOLL IN OVERALLS. SOMETHING WENT WRONG, THEY SAY.



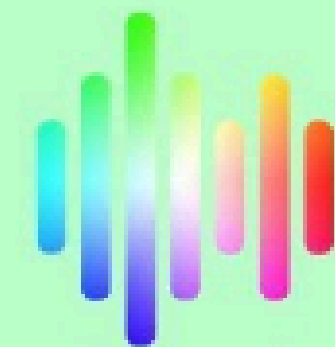
What is neurodiversity?



Share

WHAT IS

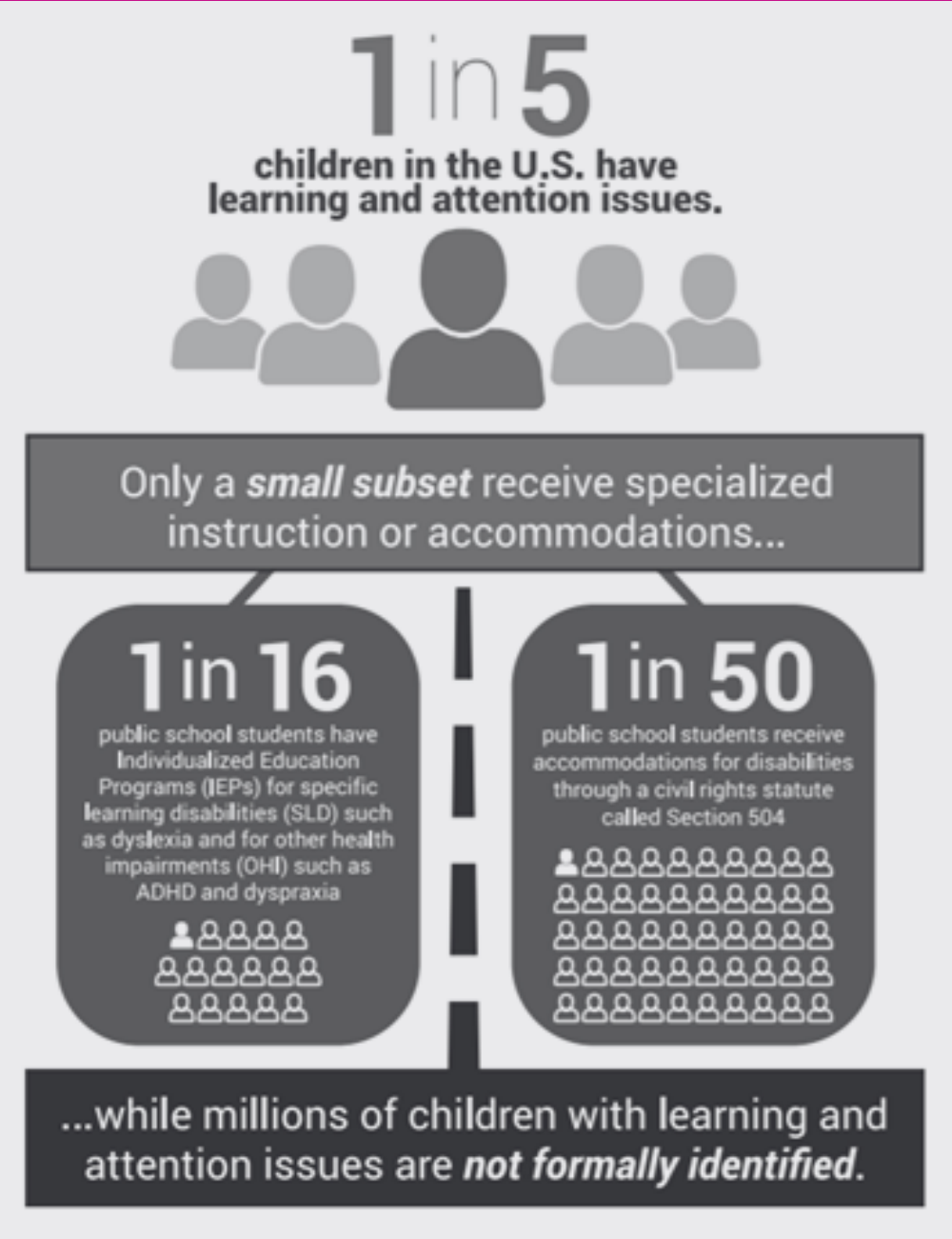
NEURODIVERSITY?



Differing Minds

Understanding the impact

One in Seven people report being Neurodivergent



Learning the Lingo

- Neurodivergent /Neurotypical
- 504
- IEP
- Gift & Talented
- EL/ESL/ELL
- Accommodations

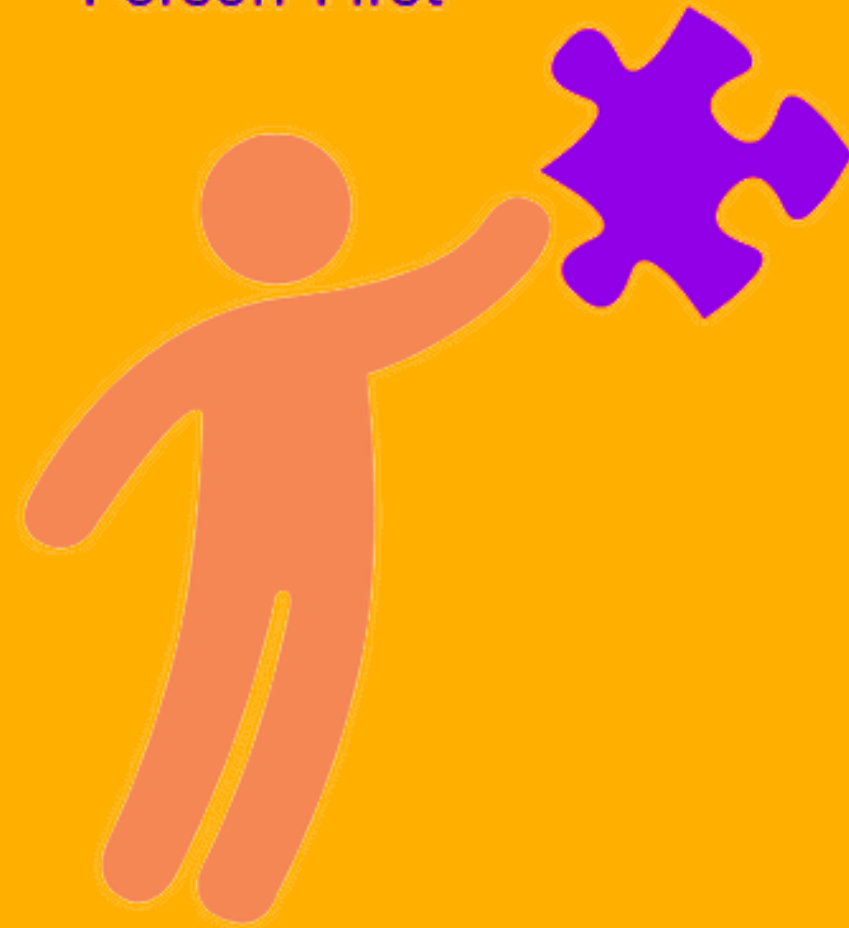


Creating an Inclusive Space



Person First Language

Person-First



"Person with autism"

Identify-First



"Austistic person"

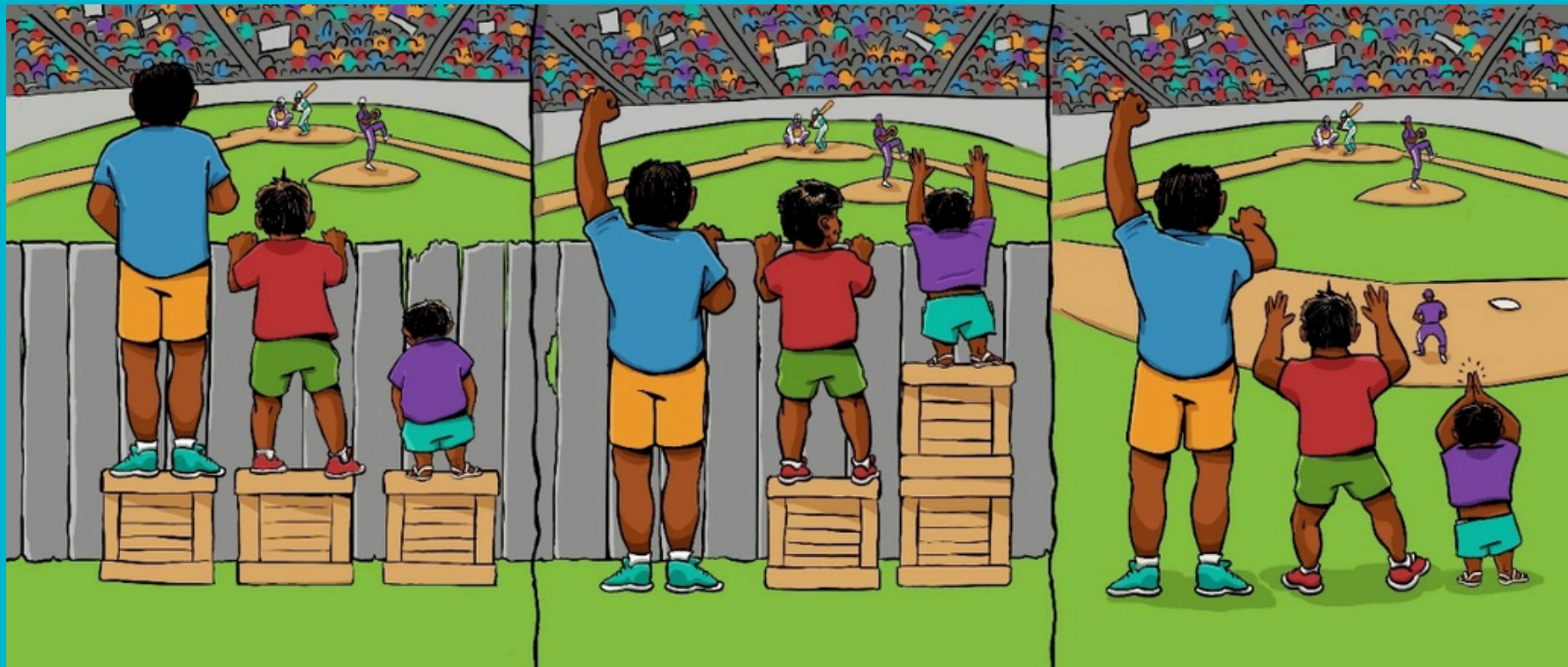
Build Relationships



- Say hello
- Know student's names
- Take an interest in them
- Establish routines and procedures

Creating an Inclusive Space in ACE

Equity and Access for All



[BHTTPS://WWW.MERCER.COM/EN-GB/SOLUTIONS/HEALTH-AND-BENEFITS/BENEFITS-CONSULTING/NEURODIVERSITY/#:~:text=Yes..or%20it%20might%20be%20ADHD,ODY](https://www.mercer.com/en-gb/solutions/health-and-benefits/benefits-consulting/neurodiversity/#:~:text=Yes..or%20it%20might%20be%20ADHD,ODY)

Engaging Learning Environment



[BHTTPS://WWW.MERCER.COM/EN-GB/SOLUTIONS/HEALTH-AND-BENEFITS/BENEFITS-CONSULTING/NEURODIVERSITY/#:~:text=Yes..or%20it%20might%20be%20ADHD,ODY](https://www.mercer.com/en-gb/solutions/health-and-benefits/benefits-consulting/neurodiversity/#:~:text=Yes..or%20it%20might%20be%20ADHD,ODY)

Check yourself and your potential biases



Simple and Effective Accommodations



- Verbal and Written Instructions
- Seat Choice
- Pre-printed notes
- Manipulatives on tables
- Brain breaks
- Adjustment of time and schedule
- Organizational tools and techniques

Self-Advocacy



How to discover a Student's Needs?



- A student fills out the information on a notecard as an introductory icebreaker.
- Name
- Grade & School (if applicable)
- Share something “interesting” about you.
- Why did you decide to join ACE?
- Do Not Share with Group: Do you have any concerns or supports the team lead or mentor should know about (e.g. IEP, 504 Plan, food allergy, or medical concern)? If so, what are the concerns or support needed?

What does this look like IRL?

Student struggles “sitting still”
for long periods of time.



Restroom break or drink break signal,
standing in the back during guest speakers, or
manipulatives.

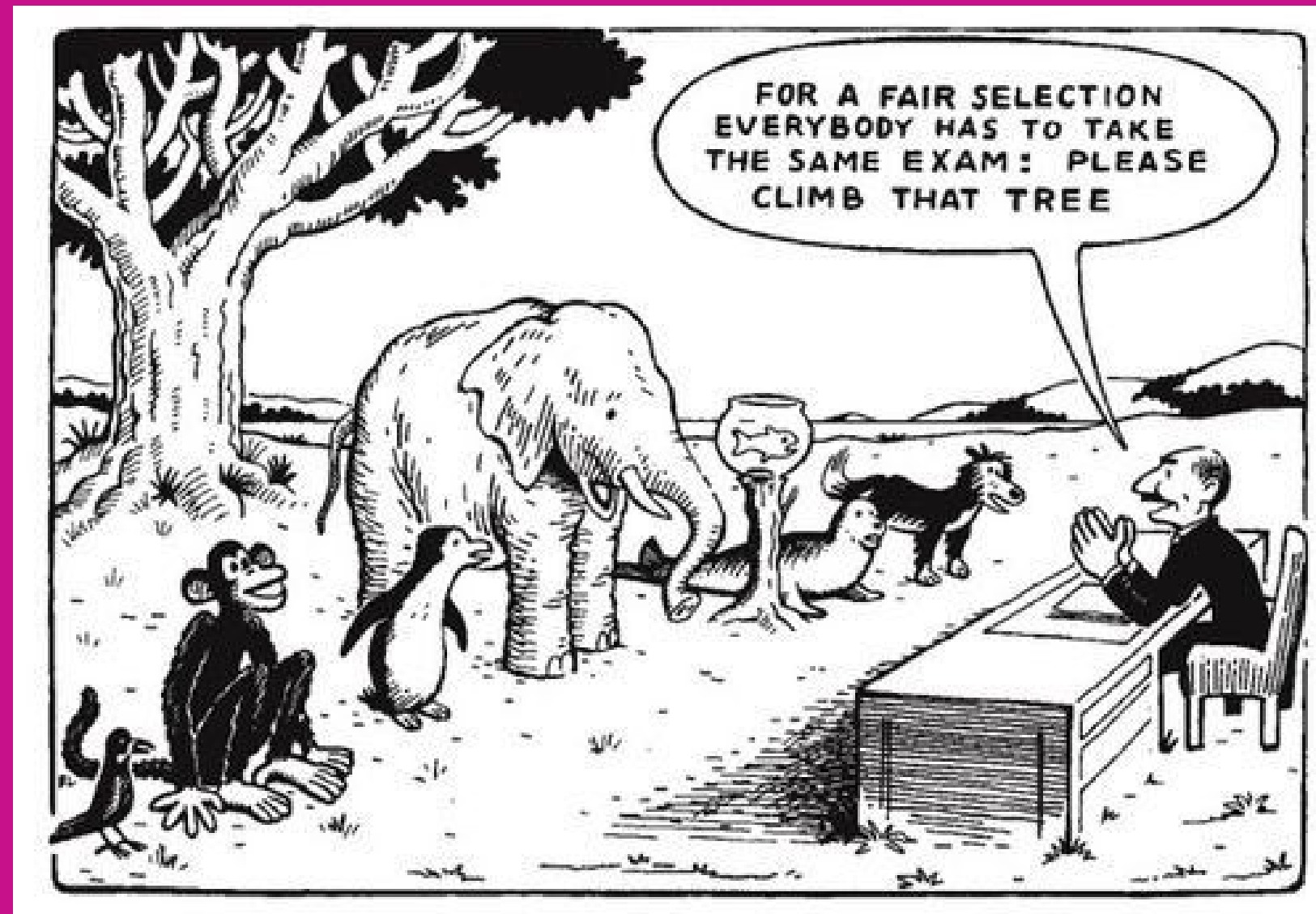
Student dominates the conversation,
while others rarely or never speak.



Use talking chips



Neurodiversity is not a one size fits all!



A Student's Team

- Self
- Parent/Guardian
- School Champion
- You – their mentor
- ACE National



Resources

<https://www.understood.org/>

[Cleveland Clinic](#)

Questions?

