



**Supporting
Neurodiverse
Students**
PROFESSIONAL
LEARNING SYSTEM

<https://tinyurl.com/neurodiversitywi>

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Supporting Neurodiverse Students

**Empower Students:
Teaching Students About Their Brain**

Katie Berg MA Ed., Supporting Neurodiverse Students Statewide Trainer

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Learning Intentions

Participants will learn the importance of teaching students about how their brain works. Information about the emotions part of our brain, the social part and that can affect academic access, engagement and progress will be provided. Participants will leave with strategies and resources to create their own lessons on how to support students in learning about their brain.

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Help them find their awesome

“We put bias on people from our need for predictability which stops us from seeing the awesome in people”



Pete Haul and Kristin Souers Leading for Learning 6/27/2019

Self Advocates

https://www.youtube.com/watch?v=ITMLzXzgB_s&t=3s

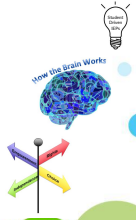
Dear Teacher: Heartfelt Advice for Teachers from Students



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Self Determination

The attitudes and abilities required to act as the **primary causal agent** in one's life and to **make choices** regarding one's action **free from** undue external experience or influence.




Wahemeyer, M. L. (1992). Self-determination and the education of students with mental retardation. *Education & Training for Mental Retardation, 27*(6), 282-294.


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UDL Framework


Set Clear,
Rigorous Goals



Anticipate
Barriers

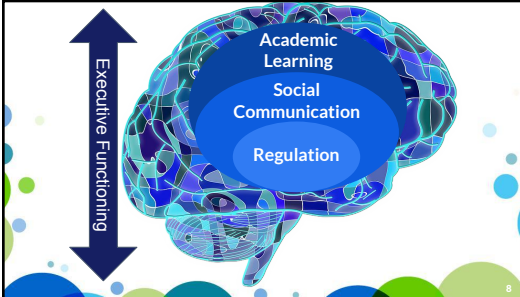


Design Options



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Academic Learning
Social Communication
Regulation

Executive Functioning

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Taking things in - Senses

| | | | |
|------------|----------------|---------------|-------|
| Vestibular | Proprioceptive | Interoception | Sight |
| Auditory | Touch | Taste | Smell |

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RESOURCE: Sentis Videos

https://www.youtube.com/channel/UC-gzz4_nOCxrDTqIXPBCcjQ

Limitations of the brain



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Emotions

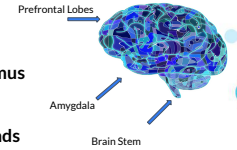


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Learning Mode

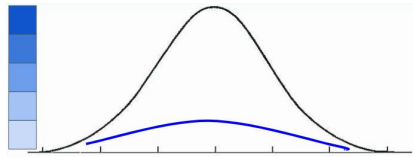
The "Amygdala Hijack"

- Brain takes in information
- Amygdala and Hypothalamus get to work
- Thinking Brain level depends on perceived threat level



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Strategy- Intensity Scale



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Breakdown - Looks like Sounds like

| 1 | 2 | 3 | 4 | 5 |
|----------------------------|--------------------------------|------------------------|-----------------------|-----------------------|
| Full Access | Partial Access | Limited Access | Slight Access | Minute Access |
| Efficient Learning | Efficient Learning Interrupted | Limited Learning | No Efficient Learning | No Efficient Learning |
| Expected/On Task Behaviors | Unexpected/Off Task Behaviors | Interrupting Behaviors | Disrupting Behaviors | Crisis Behaviors |

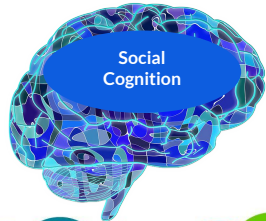
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Breakdown Individual Supports

| 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|-------------|
| Things a student can do to maintain regulation | Things a student can do without a product or at their desk | Things a student can do within the room with no or little support from others | Things set up proactively that involve support from others or leaving the area (room) | Crisis plan |

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Social



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Perspective Taking
Group Vs Individual
Context Reading
Expected and Unexpected
Stuck Thinking - Thoughts Rolling Away

Social Cognition

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Strategy - Explicit Skill Teaching



<https://www.socialthinking.com/elearning/Categories/FreeWebinars>

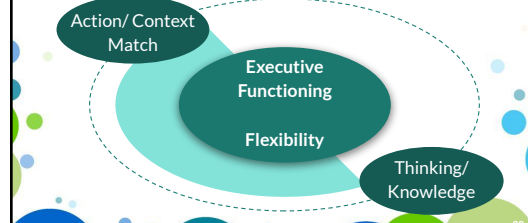
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Application



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Academics



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Self Monitoring

| | Yes | No |
|---|-----|----|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

IRIS Module - <https://iris.peabody.vanderbilt.edu/module/iriresources/2001/>

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Teaching Strategy - Hand Model

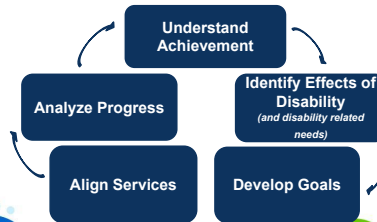
<https://www.youtube.com/watch?v=fm2YcdM4Fw>

Dr. Dan Siegel's Hand Model of the Brain



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College and Career Ready IEP 5 Step Process



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Exit Ticket - Goal Setting

Create checklist for yourself to take action.

You fill in the check boxes

Ex. I will teach students about their brain by....

- ACTION YOU CAN TAKE
- LESSON YOU CAN ENHANCE
- PERSON I CAN TALK TO ABOUT EMPOWERING STUDENTS

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