



# Supporting Neurodiverse Students

PROFESSIONAL  
LEARNING SYSTEM

<https://tinyurl.com/neurodiversitywi>



# Supporting Neurodiverse Students

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

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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.

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

Dear Teacher: Heartfelt  
Advice for Teachers  
from Students



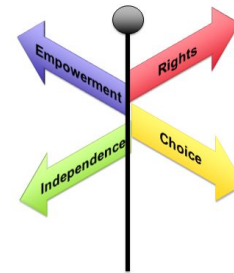
# Self Determination

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.

Wehmeyer, M. L. (1992). Self-determination and the education of students with mental retardation. *Education & Training in Mental Retardation*, 27(4), 302-314.



How the Brain Works



# UDL Framework

Set Clear,  
Rigorous Goals



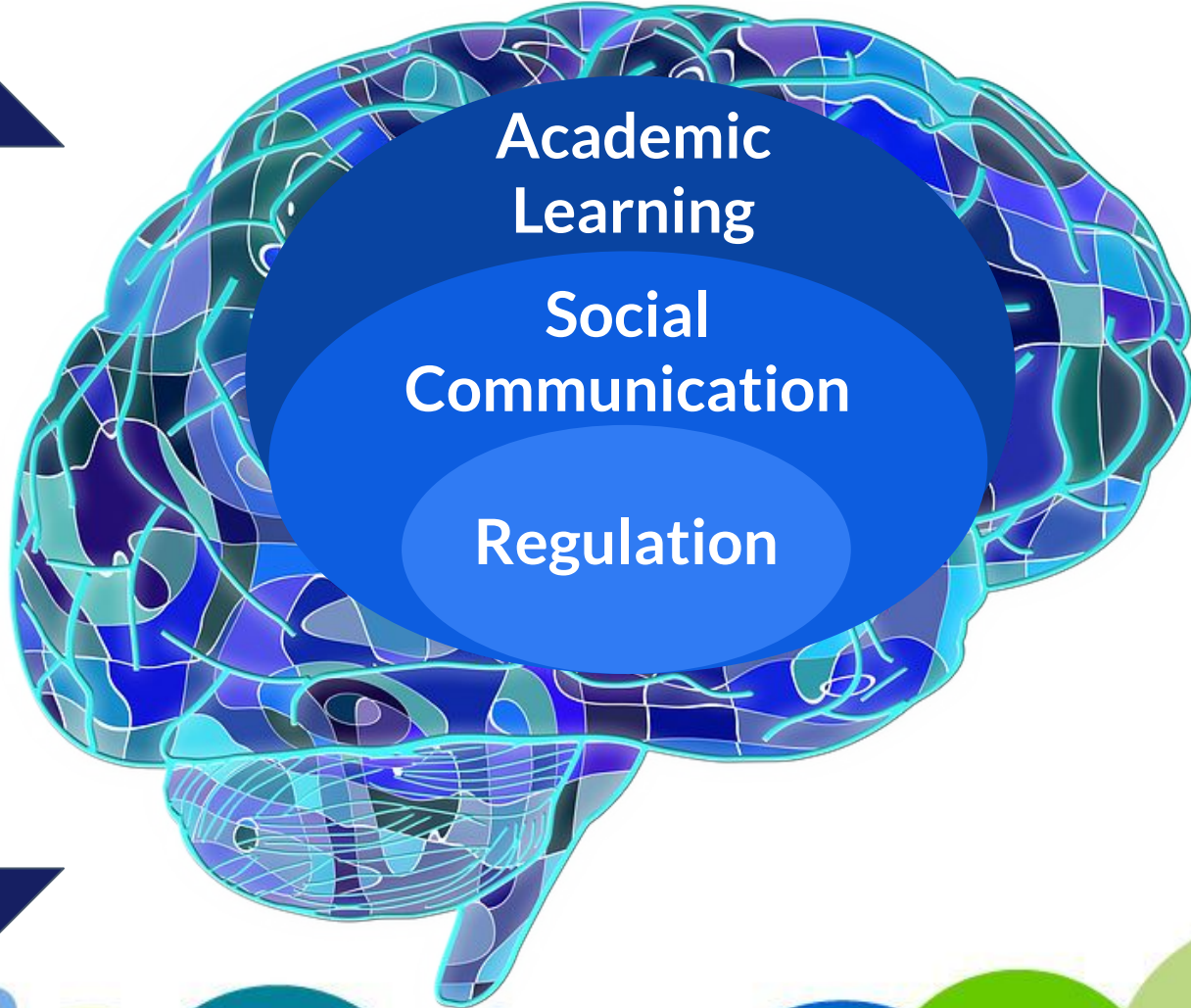
Anticipate  
Barriers



Design Options









# Taking things in - Senses

Vestibular

Proprioceptive

Interoception

Sight

Auditory

Touch

Taste

Smell

# RESOURCE: Sentis Videos

[https://www.youtube.com/channel/UC-gzz4\\_nOCxrDTqIXPBCcjQ](https://www.youtube.com/channel/UC-gzz4_nOCxrDTqIXPBCcjQ)

Limitations of the brain



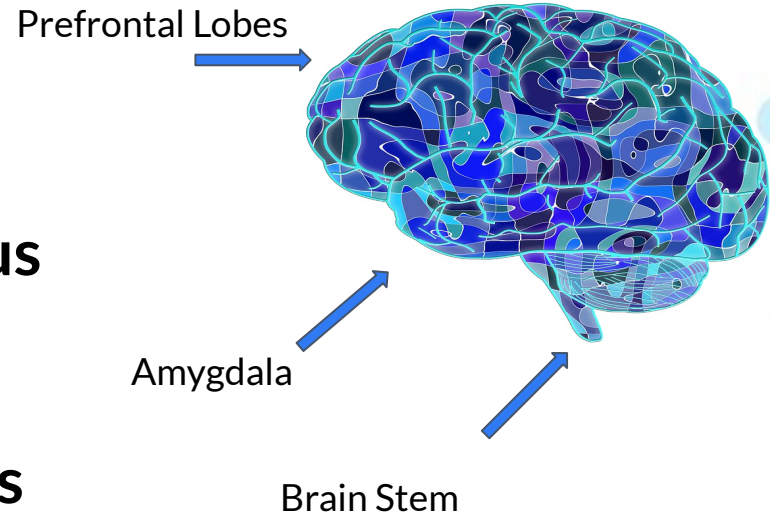
# Emotions



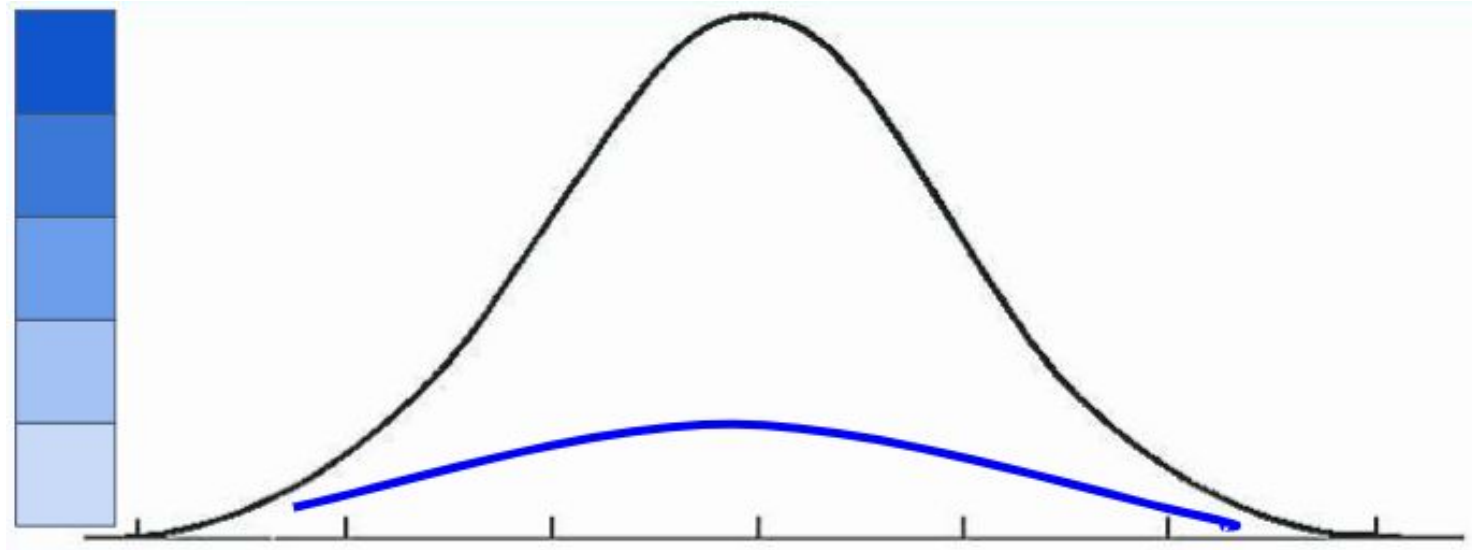
# Learning Mode

## The “Amygdala Hijack”

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



# Strategy- Intensity Scale



# Breakdown - Looks like Sounds like

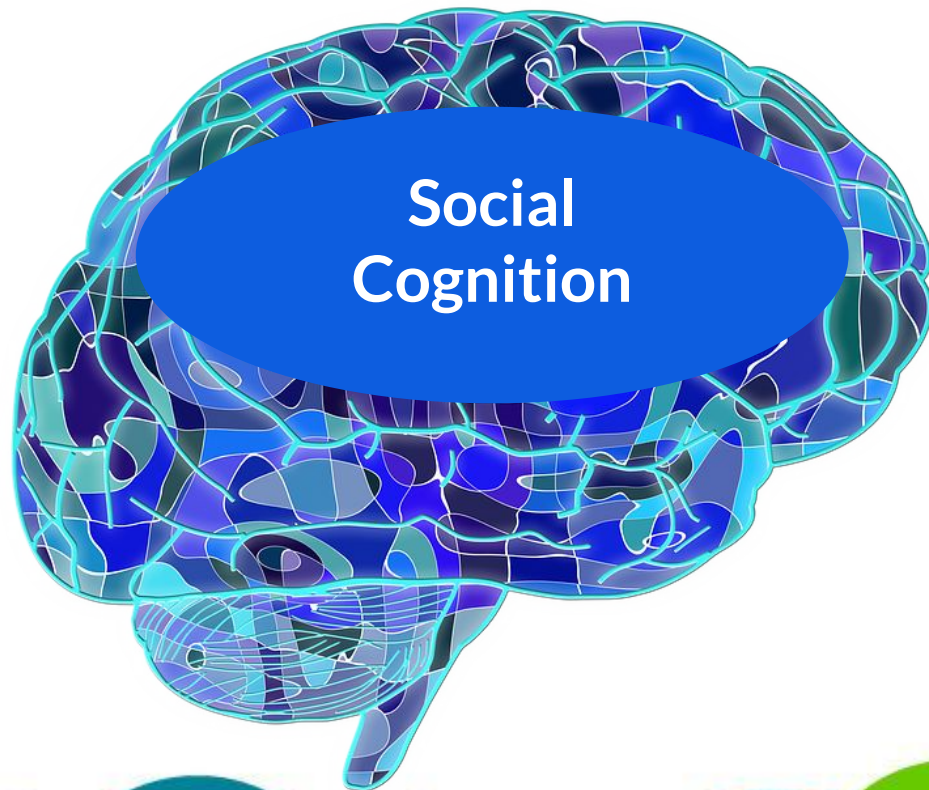
1	2	3	4	5
Full Access	Partial Access	Limited Access	Slight Access	Minute Access
Efficient Learning	Efficient Learning Interrupted	Limited Learning	No Efficient Learning	No Efficient Learning
Expected/On Task Behaviors	Unexpected/Off Task Behaviors	Interrupting Behaviors	Disrupting Behaviors	Crisis Behaviors

# Breakdown Individual Supports

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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



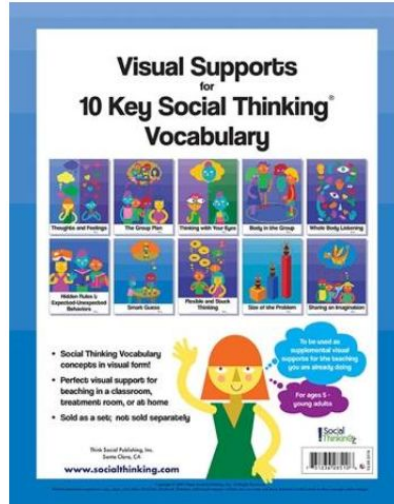
# Social



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

**Social Cognition**

# Strategy - Explicit Skill Teaching



[https://www.socialthinking.com/elearning/  
Categories/FreeWebinars](https://www.socialthinking.com/elearning/Categories/FreeWebinars)

# Application



# Academics

Action/ Context  
Match

Executive  
Functioning  
Flexibility

Thinking/  
Knowledge

# Self Monitoring

	Yes	No
1		
2		
3		
4		
5		

IRIS Module - <https://iris.peabody.vanderbilt.edu/module/sr/cresource/q2/p04/>

# Teaching Strategy - Hand Model

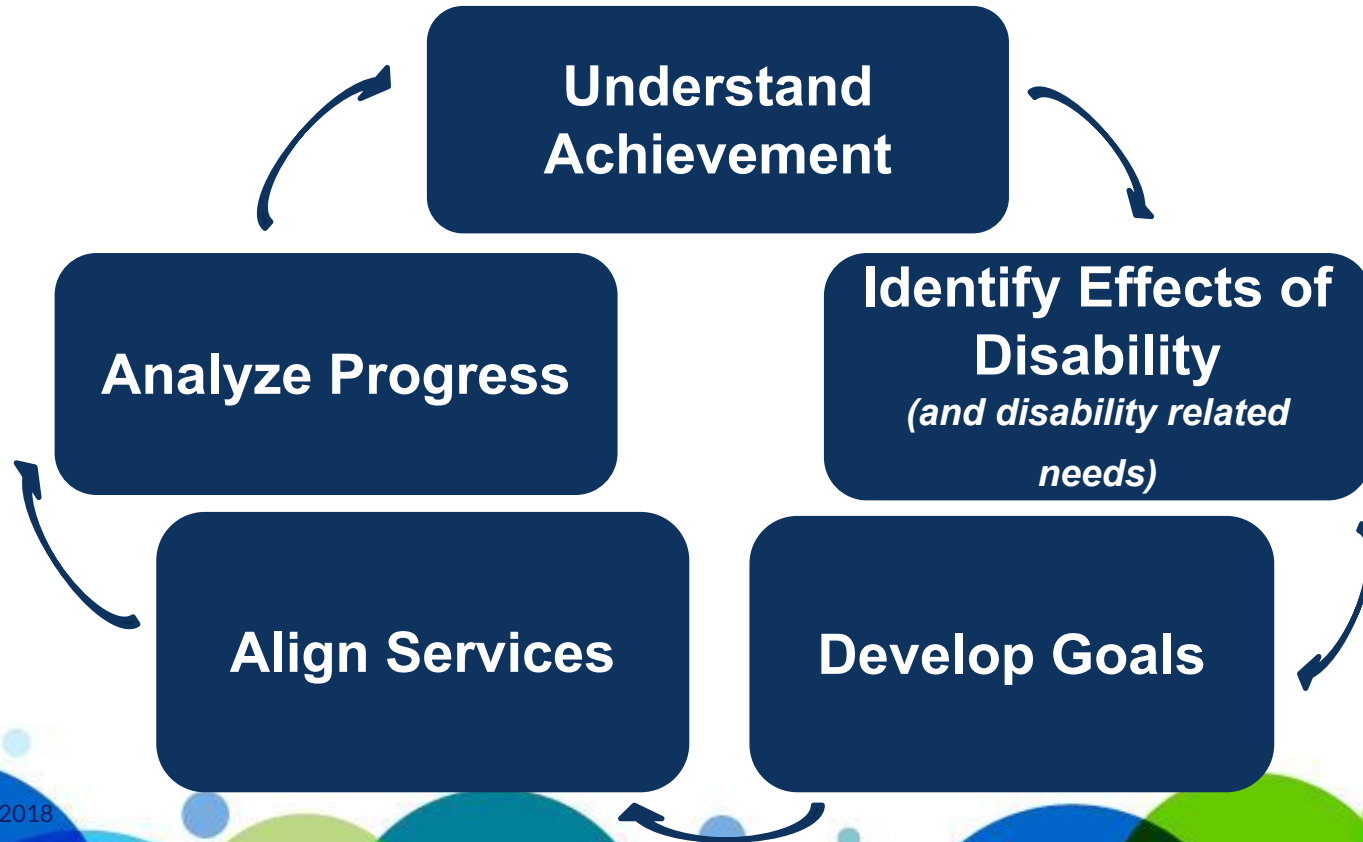
<https://www.youtube.com/watch?v=f-m2YcdMdFw>

## Dr. Dan Siegel's Hand Model of the Brain





# College and Career Ready IEP 5 Step Process



# 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