Understanding and Engaging with Neurodiversity

With video from Phil Dexter
Using Inclusive Practices

Professional Practice 9
The aim of this module is to support teachers to explore an element of using inclusive practices in the classroom by examining the concept of diversity and inclusion, with a shift away from the medical to the social model of inclusion and the implications that this can have for learners in the classroom.
Learning outcomes

By the end of the module, teachers will be better able to:

- Discuss their understanding of diversity and neurodiversity
- Examine the concept of identifying SEN
- Highlight the differences between the medical and social models of inclusion
- Explore ways to support neurodiverse learners
- Reflect on the topic explored and apply new learning to their current contexts
Lesson content

- Diversity
- Neurodiversity
- SEN
- Medical v’s Social models of inclusion
- The shape activity
- The drawing activity
- Supporting neurodiverse learners
Diversity

In what ways are people diverse?
Defining neurodiversity
Teaching for Success

“It’s not what we think, but how we think”

Video 1

Phil Dexter

www.teachingenglish.org.uk
Which of these children have Special Educational Needs?
Which of these children have Special Educational Needs?

Video 2

Phil Dexter
SEN labels

Task 1
• Know it
• Recognise it
• Don’t know it

Task 2
• Sensory
• Cognitive
Engagement: what our learners CAN DO!

Video 3
Phil Dexter
What is happening/not happening in these classrooms?
Where does this lead us?

The medical model of inclusion

*versus*

The social model of inclusion
Recognising learning differences not difficulties

Video 5

Phil Dexter

www.teachingenglish.org.uk
The shapes activity
The drawing activity
Supporting neurodiverse learners

Video 6

Phil Dexter
Reflections

“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”

Alexander Den Heijer
Conclusion

Video 7

Phil Dexter