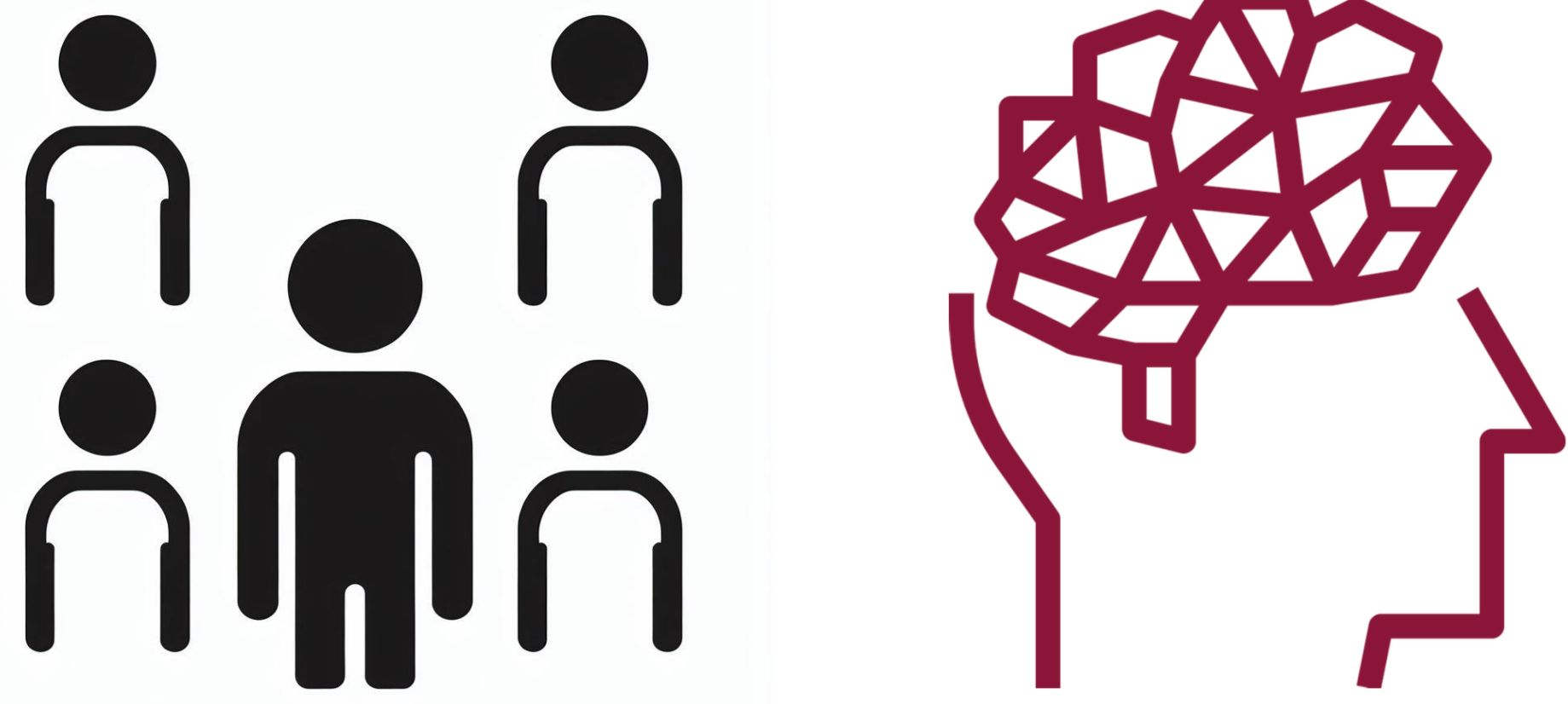


Background and Program



- 1 in 5 students at DU have accommodations for a documented disability
- Many college students do not disclose having a disability to their school
- Internal surveys indicated delivering accommodations were a pain point
- Faculty had misconceptions of what it means to be neurodivergent
- Donor family wanted to “change hearts and minds”

A two-day institute was developed in partnership among the Learning Effectiveness Program, Office of the Vice Provost for Faculty Affairs, and the Office of Teaching and Learning.

DAY 1 AGENDA

Tuesday, August 13, 2024

Overview
9:00 am- 9:15 am
We will discuss the goals of the institute along with the research project that is underway.

Introductions
9:15 am- 10:15 am
Dr. Jasmine Yap will offer a reflective identity activity to learn more about the institute participants.

Embracing Neurodiversity
10:30 am-12:00 pm
Jim Bailey will offer a talk on neurodiversity and the Learning Effectiveness Program (LEP).

Myths about Neurodevelopmental Disorders
1:00 pm-2:30 pm
Dr. Lauren McGrath will discuss her research on myths about neurodevelopmental disorders and how we can bring this information to our work with DU students.

Accessibility
2:45 pm-3:45 pm
Caroline Newcomb will explore innovative strategies within instructional accessibility to support neurodiverse students.

Survey
3:45 pm-4:00 pm
We will complete our first day with a survey to get constructive feedback from faculty participants.

DAY 2 AGENDA

Wednesday, August 14, 2024

Executive Functioning
9:15 am- 9:45 am
DeNair Clark will facilitate an executive functioning activity and mini-lecture about the ways in which executive functioning impacts student learning.

Universal Design for Learning
9:45 am-10:30 am
Dr. Leslie Alvarez will offer an overview on how Universal Design for Learning (UDL) principles can support neurodiverse learners.

UDL Scenarios
10:45 am-12:00 pm
Faculty participants will engage with DU classroom scenarios and design UDL approaches.

Deliverables Overview
1:00 pm-1:30 pm
Learn about the deliverables assignment which addresses the outcomes of the institute.

Deliverable Planning
1:30 pm- 2:45 pm
Meet with Campus Partners and start to formulate your deliverable action plans.

Closing
3:00 pm- 4:00 pm
Share outs, reflection, Q&A, and final survey.

INSTITUTE GOALS

After completing the institute, participants will be able to:

- 01 Explain the following terms to a fellow colleague:
 - Neurodiversity
 - Universal Design for Learning (UDL)
 - Accessibility
- 02 Apply UDL principles to course experiences and design responsive and proactive structures to support and collaborate with students.
- 03 Advocate for student needs regarding neurodiversity in school/program/department/unit.

COMMUNITY AGREEMENTS

We will use these agreements during our work with each other over the next two days.

- Be curious and listen to understand.
- Show respect and suspend judgement.
- Note any common ground as well as any differences.
- Be authentic and welcome that from others.
- Be purposeful and to the point.
- Own and guide the conversation.

These community agreements were created by "Living Room Conversations", an organization that works to help society by connecting people across divides - politics, gender, race, nationality, and more - through guided conversations proven to build understanding and transform communities.

NEURODIVERSITY INSTITUTE, AUGUST 2024

MYTHS ABOUT NEURODEVELOPMENTAL DISORDERS

Dr. Lauren McGrath

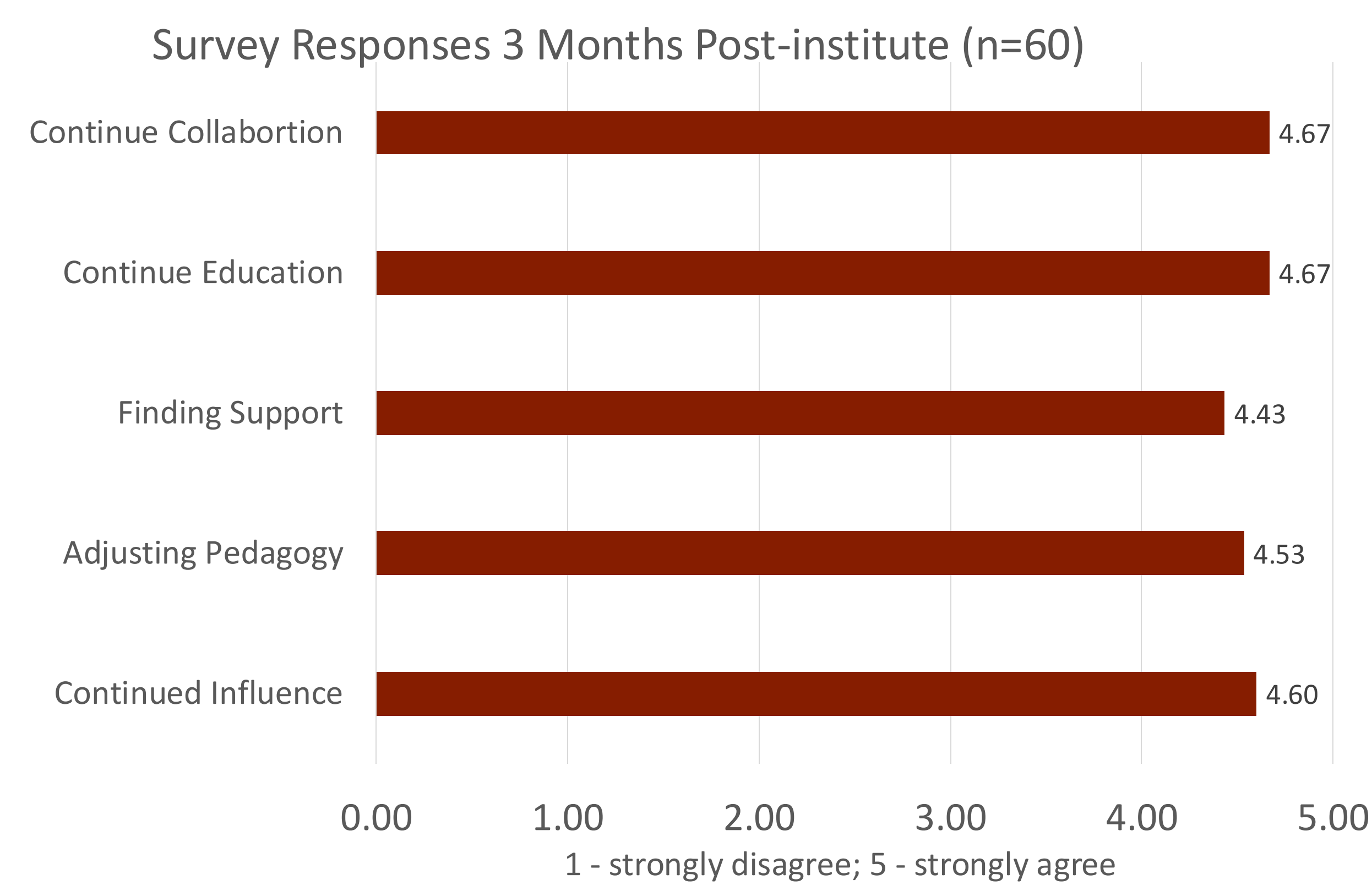
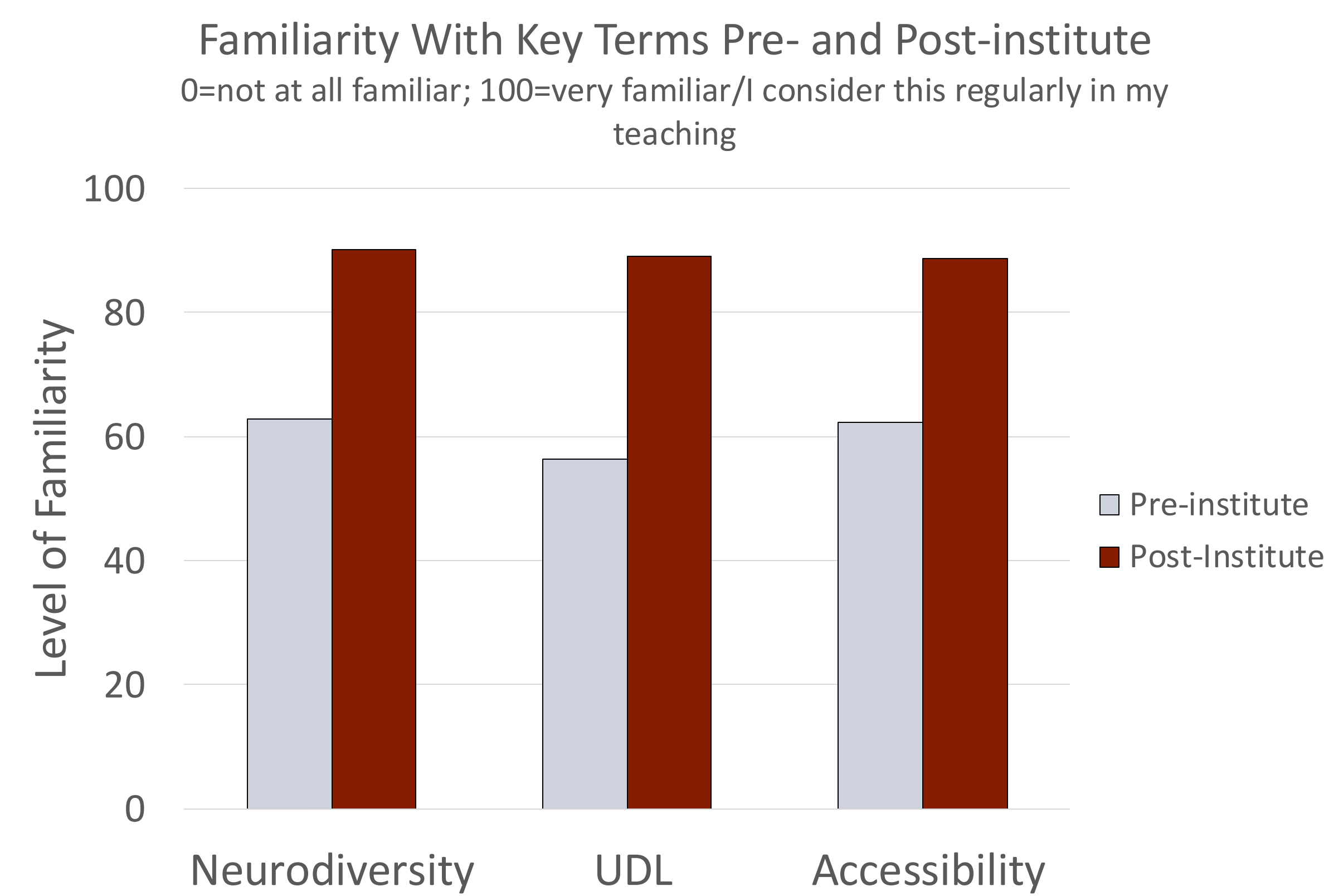
Lauren McGrath is an Associate Professor in the Psychology Department and Director of the LEARN Lab Learning Effectiveness and Related Neurosciences (LEARN).

With funding from NIH, Lauren's research investigates risk and protective factors for developmental disorders, especially dyslexia and ADHD. Lauren's research on learning informs her identity as a teacher-scholar. She uses the cognitive science of learning to guide her course design and pedagogical approaches.

QUIZ	True or False
A common sign of dyslexia is seeing letters backwards.	
In some children, dyslexia is caused by visual problems.	
Dyslexia can be helped by using colored lenses and/or colored overlays.	
Children with dyslexia can often excel in other areas.	
Most children with ADHD "outgrow" their symptoms.	
It is possible for an adult to be diagnosed with ADHD.	
Current research suggests that ADHD is largely the result of ineffective parenting skills.	
Autistic children are unable to receive social rejection.	
Autistic children do not have empathy.	
Some autistic children have a special talent or savant skills.	

Impact

115 faculty and administrators have participated in the institute across 6 sessions. All reported increases in knowledge and a better understanding of the needs of neurodivergent students.



The course was my first exposure to Universal Design. I had never before considered how course re-design can, at the same time, benefit neurodiverse students and neurotypical students. Also, that from the professor's perspective, lower the burden of making special accommodations. If the point of teaching is to educate rather than gate-keep, the UDL principles clearly serve that goal.

-Biology Faculty Participant



Recommendations

- ✓ Create partnerships with allied offices
- ✓ Strategic outreach through working with academic leaders to identify participants
- ✓ Utilize local faculty experts on neurodiversity and UDL
- ✓ Require deliverables including continued work and department engagement
- ✓ Provide stipend
- ✓ Public support from academic leaders
- ✓ Create feedback loops through ongoing involvement
- ✓ Attend the Provost Conference on November 1st, which is focused on UDL
- ✓ Build momentum in your department by attending the NDI as a group and identifying past participants

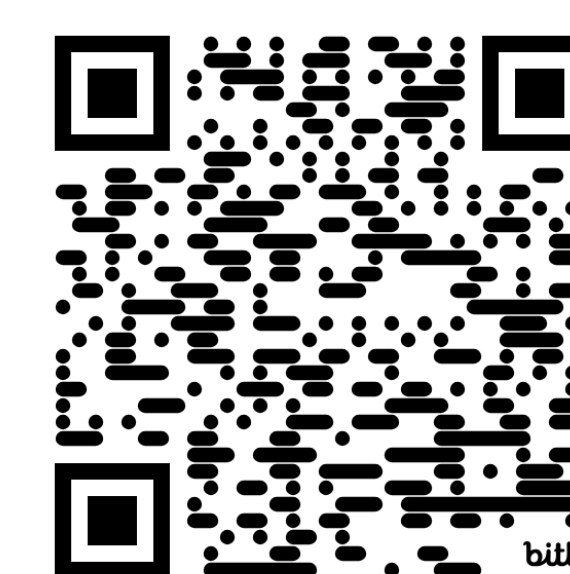
Towards Sustainable Change

Deliverable	Example
Reflective Growth	<ul style="list-style-type: none"> • Additional readings • Course review with UDL expert • Changes to course design & syllabus
Department Engagement	<ul style="list-style-type: none"> • Convene a department working group • Discussions with colleagues • Sharing professional development opportunities • Creating learning circles • Bringing speakers to department meetings
Strategic Change	<ul style="list-style-type: none"> • Creating department policy • Graduate student training • Developing in-house workshops • Including UDL in course proposals • Adding inclusivity and accessibility to program mission

Acknowledgements

- Special thanks to:
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 - Sarah Mooney
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 - Caroline Newcomb
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Resources



NDI Website



UDL Module



Instructional Accessibility