

Environmental challenges	Key neurodivergent differences/trait/s	Example neurodivergence	Potential solutions
Loudness and complexity of noise, and lighting issues – too bright or not appropriate	Sensory processing differences – sensory overwhelm, which can lead to meltdown, shutdown, and burnout [https://soyoureautistic.com/anxiety/] Hyper and hyposensitivity to: <ul style="list-style-type: none"> • Sound • Smells • Touch • Light/s/visuals • Seemingly “difficult” or “odd” behaviour • Context and motivation dependent 	e.g. Autistic; generalised anxiety condition; attention differences; dyspraxic	<ul style="list-style-type: none"> • Check sound volume on lecture/speakers • Allow noise cancelling headphones/reduce background noise (e.g. chatting, banging doors etc.) • Avoid touching students, or standing too close, or directly behind/out of eyesight • Allow sunglasses/tinted glasses • Coloured paper other than white (handouts)
Pacing of material delivery	Executive functioning differences; processing speed; reading comprehension [LINK to executive functioning pic https://advantageslearningcenter.com/wp-content/uploads/2019/05/Executive-Functioning-Skills-Deficits-859x1024.jpg]	e.g. dyslexic; dyspraxic; attention differences	<ul style="list-style-type: none"> • Slow the pace of speaking in lectures; seminars etc. • Make PowerPoints available ahead of time as a minimum (this should be happening anyway)
Note taking needed	Writing and processing speed; sensory challenges; dysgraphia	e.g. dyslexic; dyspraxic;	<ul style="list-style-type: none"> • SSW can provide students with an Education Support Assistant notetaker,

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		attention differences	<ul style="list-style-type: none"> • But also make PowerPoints available ahead of time as a minimum (this should be happening anyway)
Level of preparation for learning activity e.g. seminar reading/s	Cognitive processing/executive functioning differences; processing speed; reading speed; reading comprehension	e.g. dyslexic; dyspraxic; attention differences	<ul style="list-style-type: none"> • Make realistic preparation activities • Consider what other modules students will have to be prepare for • Make clear if there are essential or optional activities
Pressure to make eye contact	<ul style="list-style-type: none"> • Social communication differences; • Sensory processing differences, which can lead to sensory overwhelm; • Cognitive processing differences (e.g. visual thinkers will struggle to process auditory information if pressured to make eye contact) 	e.g. Autistic; generalised anxiety condition; social anxiety condition	<ul style="list-style-type: none"> • Don't "stare" at student • Allow them to feel comfortable that they don't have to make eye contact – state this for all if necessary • Perhaps angle chairs so they don't have to sit directly opposite anyone
Participation in class; group work/presentations	Situational mutism; executive functioning differences; processing speed; social communication differences	e.g. Autistic; generalised anxiety condition; social anxiety condition; attention differences	<p>Alternative forms of communication must be made available e.g.</p> <ul style="list-style-type: none"> • Simple: inform all students (without targeting individuals) answers and/or thoughts/responses etc. can be written on paper and given in at the end (or not,

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			<p>it's more important that the student gets their point out, even if no one reads it)</p> <ul style="list-style-type: none"> • Ombea (which Kent already uses) https://www.ombea.com/gb/ with anonymous answers/response capabilities <p>These also help the lecturer as the responses can be kept and collated, which means the students can also collect them for revision etc.</p> <ul style="list-style-type: none"> • Participation cards [link to PDF download in resources https://moodle.kent.ac.uk/training/mod/older/view.php?id=16807] • Alternate means of presenting – e.g. pre-recorded presentation/assessment based on the BPS stipulation that students have “experience making oral presentations to groups” – taking the pressure off the finished product and concentrate on the experience and process. See Practical Advice for Seminars section of the training

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<p>Verbose and confusing exam questions; lab instructions; essay titles</p> <p>Lack of specificity and structure more generally</p>	<p>Need for specificity; processing speed, executive functioning differences, extreme literal takes on language; memory and cognitive differences</p>	<p>e.g. Autistic; dyslexic; dyspraxic; generalised anxiety condition; social anxiety condition; attention differences</p>	<p>Are all students informed of their disability rights to accommodation for e.g. exams?</p> <ul style="list-style-type: none"> • E.g. own room • extra time • PC • Breaks <ul style="list-style-type: none"> • Break questions down into single tasks; • Do not ask for more than one task per question, or indicate which part of the question requires a response = use plain English • Don't use confusing, "trick" or "tricky" questions • Make sure even basic tasks are written out for students to read
<p>Multiple deadlines</p>	<p>Executive functioning differences e.g. inertia, the ability to start, stop, or switch between tasks [LINK to exec functioning pic https://advantageslearningcenter.com/wp-content/uploads/2019/05/Executive-Functioning-Skills-Deficits-859x1024.jpg]</p>	<p>e.g. Autistic; dyslexic; dyspraxic; attention differences</p>	<p>Deadline extensions – make these easy for ILP students, and the norm, so they do not feel like a failure</p> <p>Re-consider the structuring of deadlines</p>

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Open feedback for coursework (etc.) via workshops/group-based feedback	need for clear, unambiguous feedback, no opportunity to ask for clarification, processing issues, issues of speaking to or in front of others	e.g. Autistic; generalised anxiety condition; social anxiety condition; dyslexic; dyspraxic; attention differences	personal written feedback, option of 1-2-1s for clarity and/or guidance
Unnecessarily surprising activities – e.g. group activity when there is not usually	Need for routine and sameness/structure; anxiety;	e.g. Autistic; generalised anxiety condition; social anxiety condition	Students should be aware of the content for each seminar ahead of time, these activities ought to be in the module handbook and students should know what to expect each week/seminar/lecture
Seeing the bigger picture – e.g. the links between lectures and seminars, task directions and their relevance – the “why?” factor	Executive functioning differences; monotropic mind (versus polytropic)	e.g. Autistic; generalised anxiety condition; social anxiety condition	Make these links clearer/overt – state them directly, or refer students to where these links are stated, e.g. course handbook?

Table compiled by Dr Chloe Farahar for the Neurodiversity Training for Teachers course 2020-2021, containing the key challenges students reported in a survey carried out for the project.