CONFERENCE

SUPPORTING NEURODIVERSITY ON YOUR CAMPUS: CHANGING MINDSET AND METHODS

June 3 - 5, 2019 | New Orleans, LA

Neurodiversity is the rule rather than the exception; what are you doing to support the neurodiversity of all students?

While neurodiversity isn't a novel concept in higher education, there is still a lot of confusion around its definition as well as its implications for the classroom and campus life.

*Contrary to some beliefs, **neurodiversity** or learner variability **applies to all students**. Essentially, neurodiversity is the idea that neurological and learning differences among people are the result of naturally occurring variations within the human genome. Rather than looking for a cure to "fix" neurodiverse behaviours, neurodiversity focuses on accommodating and supporting the diverse population. Human brains all learn differently; therefore, neurodiversity should be regarded as the rule, not the exception.*

If you wish to build or improve the neurodiversity initiative on your campus, join us for this workshop where you will learn a variety of ways to support your diverse student body, including:

- How to build awareness of neurodiversity on your campus to propel the paradigm and mindset shift forward
- How to create a culture of student self-advocacy and agency
- Why Universal Design Learning (UDL) is a crucial framework to support the diverse needs of students in the classroom
- How to design flexible assessments that allow students multiple options to demonstrate their mastery
- What communication techniques you can use to enhance how students experience all areas of campus

You will leave this course with a new understanding of what neurodiversity means in higher education, both inside and outside of the classroom.

POST-CONFERENCE WORKSHOP

Designing for Diversity: Using Universal Design Learning Principles to Enhance Curriculum

As of now, much of our curriculum is initially designed as if learners are "neurosimilar" then retrofitted for those who don't meet that mold. What if we can initially design for the diversity, enhancing curriculum so that it accommodates the needs of some but is a usable option for everyone? In this workshop, you will start by asking yourself what you want your students to be able to know or do and then work backwards, using the UDL (Universal Design for Learning) framework, to rethink how you present material and assess competency.

WHO SHOULD ATTEND

This conference is designed for those looking to optimize and improve the learning experience of their neurodiverse student body.

This conference is appropriate for:

- those who are just getting started
- those who already have a neurodiversity initiative on their campus but want to take it to the next level

Do you have questions about the content of this training or its fit for your needs? Email our Program Manager, Ashley Brand, at ashley.brand@academicimpressions.com

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AGENDA

Day 1 | Changing Mindset

Registration

12:30 - 1:00 p.m.

Welcome and Introductions

1:00 - 1:30 p.m.

The Paradigm Shift: Building Awareness of Neurodiversity in Higher Education

1:30 - 2:45 p.m.

This program will begin by showing you how to fundamentally change your approach to supporting students. We will discuss what neurodiversity is and isn't, keeping in mind that all students are neurodiverse. We will also begin to realize that in order to support students' learning and growth, we cannot simply do things the way we have always done.

Afternoon Break

2:45 – 3:00 p.m.

Creating a Culture of Student Advocacy

3:00 – 4:15 p.m.

Awareness of neurodiversity often starts with the student. In this session, you will learn how to help students help themselves. You will learn how to encourage students to have agency over their learning, how to help them understand their strengths, and how to facilitate student groups.

Wrap-Up Day One

4:15 - 4:30 p.m.

Networking Reception (included in registration fee)

4:30 - 5:30 p.m

Day 2 | Changing Methods

Continental Breakfast (included in registration fee)

8:30 - 9:00 a.m.

Accessibility for All: How Universal Design Learning (UDL) Can Support Neurodiverse Students in the Classroom

9:00 – 10:30 a.m.

Human brains all learn differently, and neurodiversity is a rule not an exception. We will explore how Universal Design Learning can be a powerful framework for accommodating learner variability in the classroom.

Morning Break

10:30 – 10:45 a.m.

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Day 2 (CONTINUED)

Effective Classroom Assessments for Divergent Brains

10:45 a.m. - 12:00 p.m.

How will you know that all students are learning successfully? We will explore how to design flexible assessments which give students the opportunity to show what they know in more than one way.

Lunch (included in registration fee)

12:00 - 1:00 p.m.

Adaptability Outside of the Classroom: How Learning Centers and Academic Technologies Can Provide Additional Support

1:00 - 2:15 p.m.

In this session, you will hear about how learning centers can offer one-on-one support and adaptive technologies to create an environment where students can be successful.

Afternoon Break

2:15 – 2:30 p.m.

Partnering Across Campus and Beyond

2:30 - 4:00 p.m.

Neurodiversity considerations are not just restricted to the classroom. Our speakers will share communication techniques to enhance how students experience all areas of campus (including Admissions, Advancement, and the Career Center) as well as programming and partnership options to encourage neurodiversity beyond campus.

Day 3 | Putting It into Action

Continental Breakfast (included in registration fee)

8:30 - 9:00 a.m.

Funding to Support Neurodiversity Initiatives

9:00 - 10:15 a.m.

How can you procure funding and use resources smartly when launching neurodiversity initiatives? Our speakers will share different ways they were able to fund a variety of efforts on their campuses.

Bringing It All Together

10:15 – 11:00 a.m.

What's next for higher education in terms of supporting neurodiverse students? What are our next steps in creating an environment that not only supports but encourages neurodiversity? This session includes working time.

Panel Q&A

11:00 – 11:45 a.m.

During this final session, you will have a chance to ask our panel of speakers any remaining questions about their experiences and lessons learned in spearheading neurodiversity initiatives, designing for learner variability, and partnering across campus.

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Day 3 (CONTINUED)

Wrap-Up Conference
11:45 a.m. – 12:00 p.m.

Lunch for Post-Conference Participants (included in workshop registration fee)
12:00 – 1:00 p.m.

Post-Conference Workshop

Designing for Diversity: Using Universal Design Learning Principles to Enhance Curriculum
1:00 – 4:00 p.m.

As of now, much of our curriculum is initially designed as if learners are "neurosimilar" then retrofitted for those who don't meet that mold. What if we can initially design for the diversity, enhancing curriculum so that it is necessary for some, usable by everyone? In this workshop, you will start by asking yourself what you want your students to be able to know or do and then work backwards, using the UDL framework to rethink how you present material and assess competency.

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INSTRUCTORS

Josh Burk, Ph.D.

Professor and Chair of the Department of Psychological Sciences, Faculty Affiliate in the Neuroscience Program, College of William & Mary

Professor Burk received his Ph.D. from the University of New Hampshire. Currently, his area of studies include the neural mechanisms underlying differences in attentional processing. In collaboration with Professor Cheryl Dickter, he studies how differences in autistic behaviors and social anxiety affect emotion processing. Professor Burk has co-authored over 40 peer-reviewed journal articles and book chapters and has co-edited one book. His work has been funded by several agencies, including the National Institutes of Health. Professor Burk is also one of the co-chairs of the Neurodiversity Initiative at William & Mary. He co-teaches a course, Neurodiversity, two times each year, in addition to assisting with programming associated with the Neurodiversity Initiative.

Dr. Cherylyn Cameron

Dean of the School of Community Studies and the School of Creative Technologies, Bow Valley College

After receiving her Bachelor of Science in Nursing from the University of Alberta and a Master of Arts in education from Central Michigan University, Dr. Cameron attended University of Toronto and completed a PhD in Theory and Policy Studies in Education. Her dissertation, "The Lived Experience of Transfer Students from a Baccalaureate Nursing Program," won the Best Dissertation Award from the Council of Study of Community Colleges in the United States. Dr. Cameron has taught and held several senior administrative positions in the post-secondary system for over 30 years. She is committed to academic excellence balanced with learner centred principles in teaching and learning to educate competent, confident, and caring human service professionals. As co-chair of the Learner Success Committee and Special Advisor to the Vice-President Academic, she is currently developing a strategy to implement Universal Design for Learning Principles college-wide.

Dr. Elizabeth Coghill

Director of the Pirate Academic Success Center, East Carolina University

Dr. Elizabeth Coghill is responsible for the establishment and development of the university learning center, including scope of services, new academic support initiatives, program evaluation and assessment, training, national certification, and accreditation. Dr. Coghill currently serves as the President of the National College Learning Center Association's regional affiliate, the Southeastern College Learning Center Association.

Dr. Coghill's research interests include academic success and advising, retention, persistence, and graduation of special populations including students of color, first generation, economically disadvantaged, and military affiliated students. In addition, Dr. Coghill has been an advocate for Universal Design for Learning (UDL) in higher education environments.

She has had over twenty-five years' experience in higher education, business, and job training, serving at Purdue University and Valdosta State University in healthcare marketing and as a Vice President of a Georgia-based service provider of the JTPA job training program. Dr. Coghill holds a doctoral degree in Educational Leadership from East Carolina University, Masters in Public Administration from Ball State University, and two Bachelor of Arts degrees in Political Science and Public Relations from Purdue University.

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Cheryl L. Dickter, Ph.D.
Professor for Teaching Excellence, College of William & Mary

Cheryl L. Dickter is an Associate Professor in the Department of Psychological Sciences and a faculty affiliate of the Neuroscience Program and the Gender, Sexuality, and Women's Studies Program. Dr. Dickter received her Ph.D. from University of North Carolina-Chapel Hill. She co-directs the William & Mary Scholars Undergraduate Research Experience (WMSURE), which supports high-achieving undergraduate scholars from underrepresented backgrounds. Her research uses a social cognitive approach to examine how individuals perceive members of different social groups (e.g., racial minorities, autistic individuals, etc.), and how these perceptions differ based on contextual information such as stereotypes. In addition, she examines the degree to which individual differences in autistic behaviors and social anxiety affect emotion identification and the neural processing of emotions. Dr. Dickter has published over 30 articles and book chapters as well as two books. Her work has been funded by the National Science Foundation and the National Institutes of Health. Dr. Dickter is a member of the Neurodiversity Working Group at William and Mary, which focuses on supporting neurodiverse students.

ACADEMIC IMPRESSIONS STAFF

Ashley Brand
Program Manager, Academic Impressions

Ashley is an educator and project manager with an extensive background in program development, process improvement, and facilitating teams. She serves as a Program Manager on the Academic Impressions team and designs all programs in the Academic Affairs domain. She loves connecting people with knowledge and resources and is very passionate about professional development and innovation particularly in realm of education.

Prior to joining AI, she served as a Lean Process Improvement consultant for the City and County of Denver as well as a Content Producer for a custom eLearning company in Chicago. An artist at heart, Ashley holds a BA from the University of Denver and an MFA from the School of the Art Institute of Chicago.

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LOCATION

June 3 - 5, 2019 | New Orleans, LA

Hotel:

Renaissance Pere Marquette
817 Common Street
New Orleans, LA 70112
504.525.1111

Room rate:

$189 + tax

Room block dates:

The nights of June 2, 3 and 4, 2019 .

Room block cutoff date:

May 9, 2019.

Reserve Your Room: Please call 504.525.1111 and indicate that you are with the Academic Impressions group to receive the group rate. Please book early - rooms are limited and subject to availability.

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The Academic Impressions Experience

Intimate, workshop-style trainings with personalized attention

Trainings are practical and action oriented so you can hit the ground running

Carefully-vetted expert instructors who are also practitioners in the field

Learner-centric and designed for interaction and collaboration

Highly recommended: 9 out of 10 participants recommend our trainings to colleagues

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