

SUPPORTING NEURODIVERSITY ON YOUR CAMPUS: CHANGING MINDSET AND METHODS

February 17 - 19, 2020 | Washington, D.C.



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

OVERVIEW

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 behaviors, 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 to 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 absorb new ideas and network with others in the field

Do you have questions about the content of this training or its fit for your needs? Email our Program Manager, Whitney Egstad, at whitney@academicimpressions.com

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.

In this initial session, you will begin to fundamentally change our 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 they have always been 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. You will learn how to help students help themselves. You will also learn how to encourage students to have agency over their learning, to understand their strengths, and 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.

This informal reception is your chance to decompress, have some refreshments on us, and expand your network of connections. Our programs are intentionally designed for smaller groups, so this is a great time to catch-up with attendees and speakers whom you may not have connected with yet.

AGENDA

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. You 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.

Effective Classroom Assessments for Divergent Brains

10:45 - 12:00 p.m.

How will we 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

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 - 3:00 p.m.

Partnering Across Campus and Beyond

3:00 - 4:30 p.m.

Neurodiversity considerations are not just restricted to the classroom. Our speaker 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.

AGENDA

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? During this session, our speakers will share different ways they were able to fund a variety of efforts on their campuses.

Review of Student Technology and Tools

10:15 - 11:00 a.m.

After our instructors weigh in about technology that supports student learning, we will collect information about top tech from attendees and share benefits, drawbacks, and costs of each tool.

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.

Wrap Up Conference

11:45 - 12:00 p.m.

Lunch for Post-Conference Participants

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" and 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 can present material and assess competency.

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.

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.

INSTRUCTORS

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.

Eric J. Moore

UDL and Accessibility Specialist, University of Tennessee

Eric is a professional educator with over a decade of experience in the classroom ranging from teaching drama and English in Kokomo, Indiana to teaching literature and philosophy in international schools in Indonesia and South Korea. Most recently, he has begun a scholarly career in teacher education and higher education instruction for diverse learners. He serves as the UDL and Accessibility specialist for the University of Tennessee, Knoxville and conducts private consulting related to inclusive education practices in higher education via his consultancy: Innospire.org. Eric holds a Ph.D. in Inclusive Education from UT, Knoxville, a M.Ed from Grand Valley State University, and B.A. in Secondary English Education from Taylor University.

ACADEMIC IMPRESSIONS STAFF

Whitney Egstad

Program Manager, Academic Impressions

Whitney Egstad believes the key to optimizing organizations is to cultivate and empower lifelong learners. Her mission is to do just that. For twelve years, she has designed learning experiences for diverse groups of professionals and students. As program manager, she performs market research and collaborates with subject matter experts to develop impactful professional learning programs for leaders in higher ed. In addition to directing program operations, she serves as an instructional design consultant for AI's online courses and tool kits. A pedagogue at heart, Whitney absorbs emergent research in neuroeducation, universal design, DEI, eLearning, and memory. She applies this research, as well as program data and feedback, in the development and revision of her programs.

LOCATION

February 17 - 19, 2020 | Washington, D.C.

Hotel:

Omni Shoreham Hotel
2500 Calvert St. NW
Washington, D.C. 20008
202-234-0700

Room rate:

\$149 + tax

Room block dates:

The nights of February 16, 17, and 18, 2020.

Room block cutoff date:

January 27, 2020.

Reserve Your Room: Please call 202-234-0700 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.

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