



## English Language Learning & Neurodiversity

Co-funded by the  
Erasmus+ Programme  
of the European Union





## Agenda

- Share your experience: Why?
- What is the relationship between neurodiversity and inclusion?
- What is neurodiversity (the short version)?
- Why do we care about neurodiversity?

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## Share your experience: Why

- Instances of exclusion
  - Moving / Being “new”
  - Extracurricular activities
  - Language differences
  - Being different
- Feelings
  - Angry
  - Sad
  - Disrespected, not heard
  - Perception vs. reality?
- Impact on learning or participation
  - Demoralized



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## Reflecting on your experiences

- Who is or was responsible for the feelings of exclusion you experienced?
- How, if at all, could teachers or adults have changed the situation?
  - “That’s like the teacher telling the bully to stop bullying you. It doesn’t work.” – Jael, October 2021

*What does this have to do with neurodiversity?*

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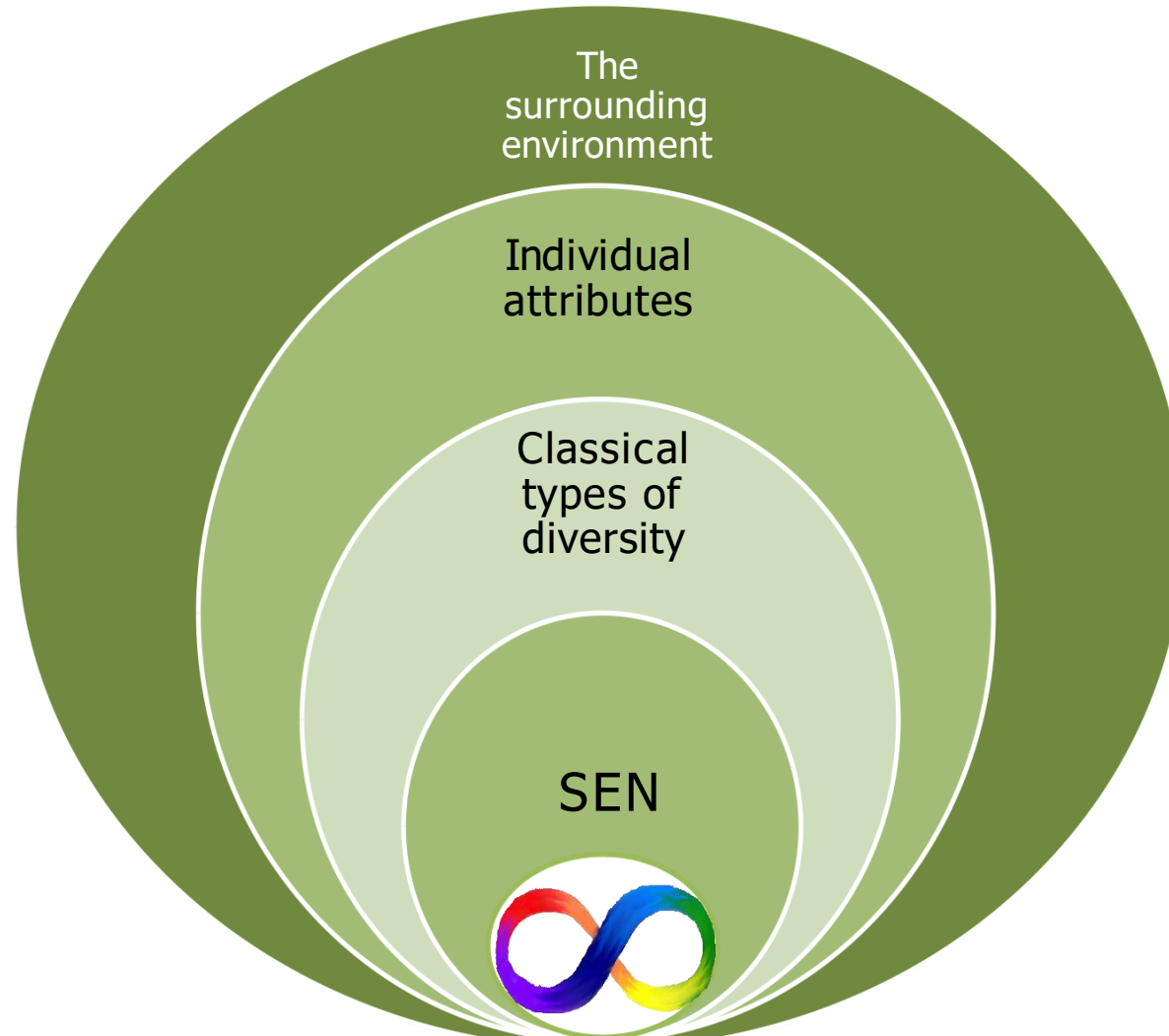
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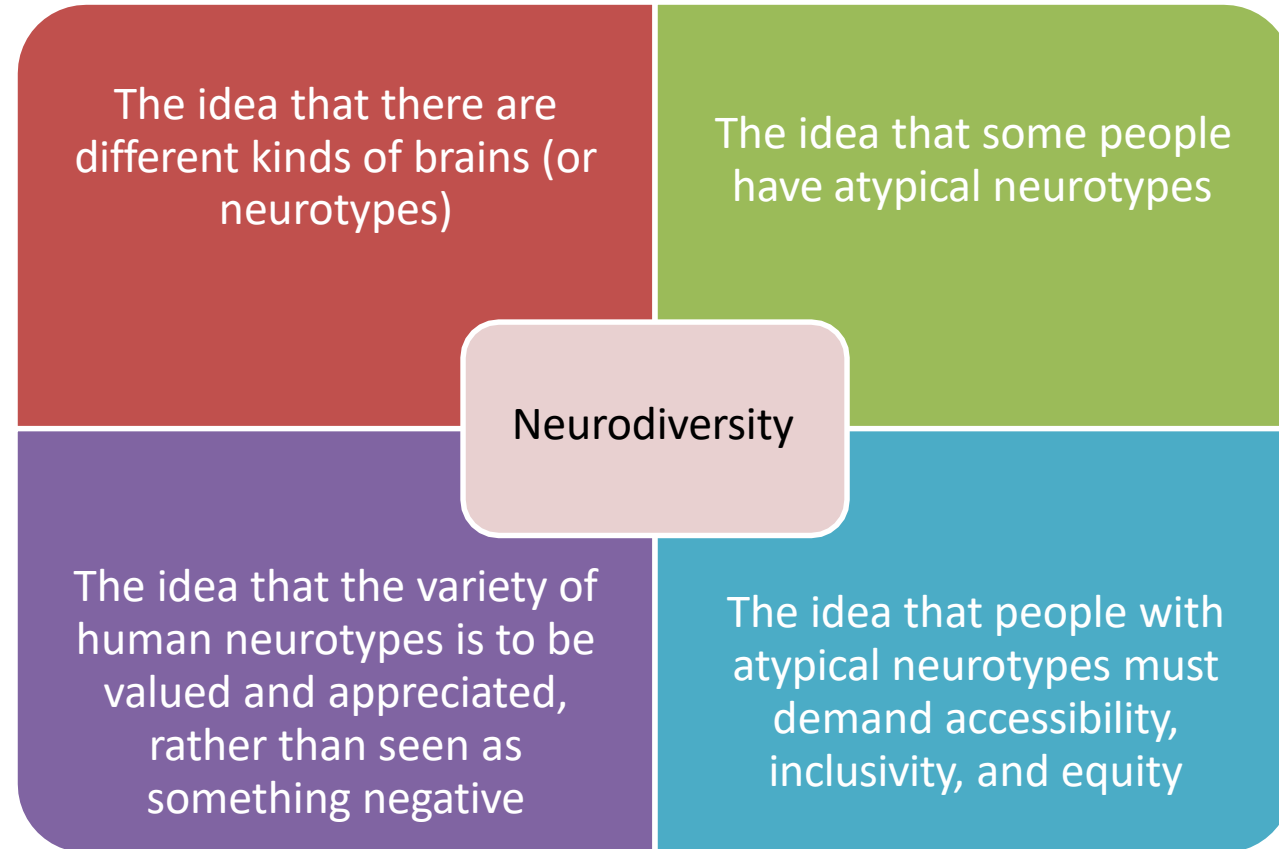
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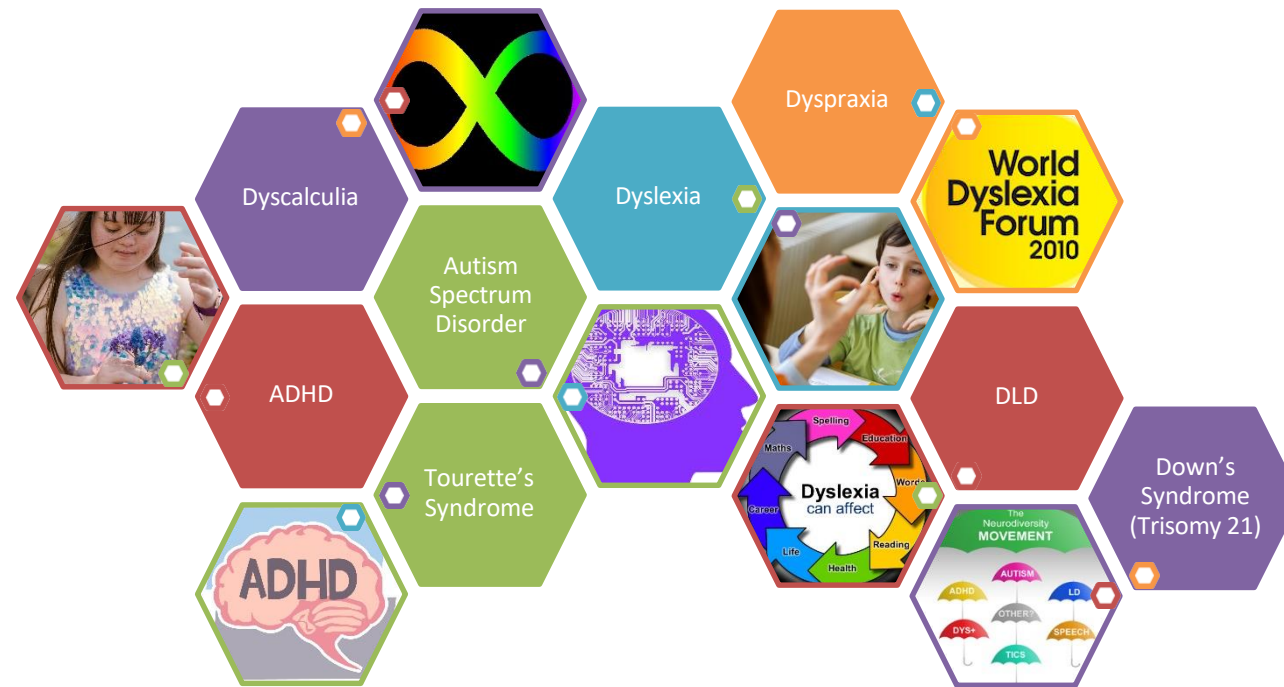


## What is neurodiversity? the short version





What are  
common forms  
of  
neurodiversity?



Differences in:

- Focus
- Emotions
- Perception
- Senses
- Motor behavior
- Cognition
- Interaction





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- Why do we care about neurodiversity?
  - They are our students
  - They need to be invested in their learning

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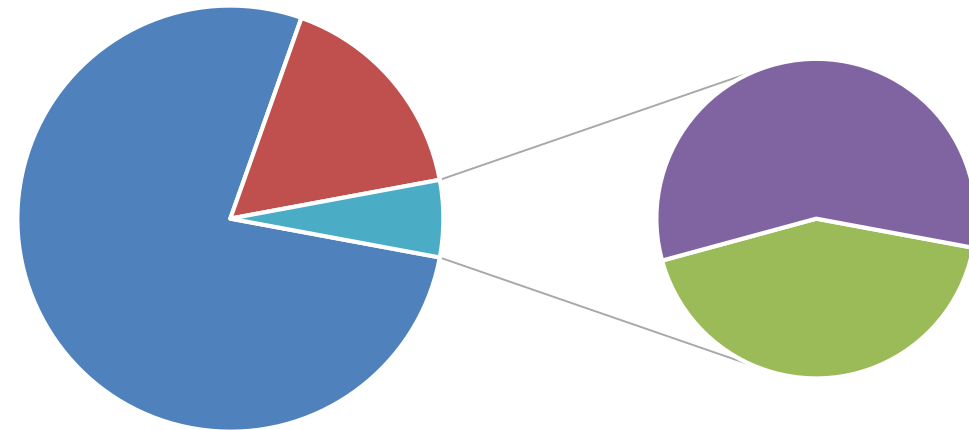


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## Why do we care about neurodiversity?

A typical class\*



- Students w/o any classified needs
- Students w/o age-appropriate German language knowledge
- Students w/ SEN, not ND
- Neurodiverse students

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THANKS!