English Language Learning
&
Neurodiversity
Preparing English Teachers for Heterogeneous Classrooms[1]

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ELLeN

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Executive Summary

The content presented here is one of the outputs of the **ELLeN: English Language Learning & Neurodiversity** project, carried out by the Goethe University (Germany), the Technical University of Dortmund (Germany), the University of Vienna (Austria), and Ghent University (Belgium) between 2021 and 2023, and funded by the Erasmus+ Programme of the European Union (grant agreement number: 2020-1-DE01-KA203-005696).

The central objective of this project is to contribute to the field of English language teacher (ELT) education, specifically to the development of reflective practice as regards neurodivergent learners – that is, those learners who are Autistic or Dyslexic, have ADHD (attention-deficit-hyperactivity disorder) or one of a number of other forms of neurodiversity. The primary method of developing this knowledge is through Inquiry-Based Learning (IBL) – scaffolding opportunities for pre-service English teachers to engage in research regarding neurodiversity. More specifically, these future teachers learn about neurodiversity by engaging in conversations with neurodivergent language learners and their teachers. In addition to contributing to the base of knowledge about neurodiversity and language learners, this approach centers on the neurodivergent learners themselves. Rather than talking *about* neurodivergent learners, pre-service teachers are given the conceptual resources and cognitive, practical, and linguistic tools to talk *with* them.

What does this guide include?

This guide offers theoretical information regarding neurodiversity, inclusion in English Language Teaching (ELT), and methods of teaching pre-service teachers about these subjects. It includes activities for use in pre-service ELT programs, and inclusive subject-specific pedagogy to help teacher educators convey to future ELT teachers an understanding of neurodiversity and the implications of neurodiversity for teaching English in primary and secondary schools. Rather than offering a separate theoretical background for teacher educators, the relevant concepts addressed in this guide, specifically neurodiversity and IBL, are elaborated on in the context of their use as materials for pre-service teachers.

This guide is one product of the ELLeN project. More information about the overall project and additional materials, as well as the multimedia learning materials referenced in this guide, can be found at http://ellen-project.eu/.

The guide offers instances of informal and formal formative assessment, including conferences between lecturers and students, peer feedback, and self-assessment. In each module, teacher educators can design opportunities for the students – assumed to be pre-service teachers of English – to exchange their views and ideas, to facilitate the collaborative construction of the content and the tasks. Summative and formal assessment activities are not included, under the assumption that these must reflect situated contexts and needs of the target population.

Why do (future) teachers need a course about neurodiversity?

ELLeN: English Language Learning & Neurodiversity was designed on the assumption that representation matters. Such representation includes, initially, understanding the various definitions of neurodiversity. Subsequently, in regard to language teaching and learning, neurodivergent people offer a wealth of information that is incredibly valuable for the education of future English teachers.

Such representation has helped to make what was once thought to be a relatively rare phenomenon more visible. Neurodivergent individuals make up a significant percentage of the population. Overall, it is estimated that roughly 15% - 17% of the population could be considered neurodiverse (Ekblad, 2013). This prevalence places great responsibility on teachers and teacher educators to ensure neurodivergent learners encounter appropriate instruction in classrooms.

How was the course designed to focus on neurodivergent learners?

"Nothing about us without us" a slogan universally associated with disability activism, is a call to everyone interested in the rights of persons with disabilities (policymakers, academics, practitioners, etc.) to make sure that every policy, project, program, or initiative that seeks to enhance inclusion is designed and carried out with the active participation of those who are to be included. In designing learning opportunities to address this professional need, we included neurodivergent individuals in several ways:

- During the development of the courses, we asked neurodivergent people – children, young adults, professionals, artists, scholars, and activists – to share their ideas and their work with us, while also requesting their insights regarding our plans. There was an important and ongoing component in the design of activities and the inclusion of neurodivergent voices from a variety of sources.
- The main purpose of the learning opportunities is to create meaningful contexts for students to directly interact with neurodivergent individuals, and to have opportunities to participate in collecting first-hand accounts of neurodivergent experiences, feelings, and expectations of language learning through interviews as a form of inquiry. Research shows that individuals who have contact with disabled people have fewer inhibitions about interacting with disabled people more generally and develop a greater sense of empathy for the latter's experiences and perspectives (Kunz et al. 2021; Lebzelter 2021). Furthermore, these interactions provide an avenue for future teachers to understand the challenges that these learners face and how they, as teachers, can support them in the ELT classroom. IBL, as will be discussed in detail below, is thought to facilitate reflective teacher attitudes towards learners and the targeted content.
- Teachers and educational professionals who work with neurodiverse learners contributed their insights, identifying practices and attitudes that facilitate inclusive education in heterogeneous settings.

Why Inquiry-Based Learning (IBL)?

This course offers an opportunity for pre-service English teachers to engage in IBL and participatory research. Using interviews to engage with neurodivergent learners, future teachers learn about this form of research as one approach to developing and deepening their knowledge. This approach has multiple components, in which students

- learn about the nature of qualitative research and different methods for data collection and analysis;
- reflect on their own interests in a given subject and transform those interests into researchable questions;
- plan and conduct interviews;
- transcribe their data;
- analyze their findings;
- consider their data in relation to other published research and their peers' findings.

Who is this guide for?

This guide is designed for university professors and lecturers, as well as ELT teacher educators in other institutions, who are interested in teaching seminars, courses, or units about neurodiversity and English language teaching. All the materials were piloted in seminars taught at ELT departments in universities in Germany and Austria. The guide is organized in modules that lecturers can integrate directly into their seminar as they are, or that they can adapt to their context. Each module includes the following:

- A short description
- Learning objectives
- Suggested activities
- Links to relevant resources

Many of the resources address the realities of neurodiversity in the German, Austrian, and Belgian contexts. We suggest that you include activities that reflect the particulars of your country or region.

Before you start…

This guide presents a number of activities that can be used in the design of university seminars or other professional development opportunities. The modules can be used as they are presented, reorganized, or adapted as lecturers see fit. They can also choose to use the modules independently.

The activities presented in nine modules are designed to help future teachers engage in constructivist learning tasks around the concepts of neurodiversity and IBL (see Figure 1). These themes will likely be new for many students and, in some cases, anxiety-provoking. It is not uncommon for students to see research as a daunting, non-practical activity, while others may not be familiar with the concept of neurodiversity. Some students may find

dealing with these themes particularly challenging, depending on their educational and personal background.

For example, some students may have never engaged in primary research, including data collection, interaction with research participants, and data analysis. Initial experiences with research may be intimidating, as they require a great deal of autonomy, critical thinking, planning, determination, and interpersonal sensitivity. As pre-service teachers, students may first be starting to develop some of these skills. For students to engage gratifyingly and meaningfully with the methodological approach of this guide, it is important to devote some time to building their understanding of research in general, as well as the foundations of IBL and participatory research. Activities designed for these topics can be found in modules 4 through 8.

It is also important to prepare the ground for students to work in the field of neurodiversity. Some of them may not have any experience interacting with neurodivergent people. Students' lack of experience with neurodiversity may cause them to hold beliefs that ignore the realities of neurodivergent people. One domain where this commonly materializes is language use. Modules 1, 2 and 3 of this guide are designed for students to learn about inclusion, neurodiversity and its different forms, and to reflect about the challenges that neurodivergent individuals face when their perspectives, opinions, realities and ideas are not taken into account. In module 5, students watch a video where they obtain some foundations on how to use language when interacting with neurodivergent individuals.

Apart from the content and activities you will find in the modules mentioned above, lecturers should also familiarize themselves with the peculiarities of their specific classrooms/context. They can do this by collecting data about the perceptions, understanding, and experiences of their students with neurodiversity. This information can help them design a learning experience that is tailored to their students' background and reflects students' existing awareness and understanding of neurodiversity.

Theoretical Foundations

Neurodiversity
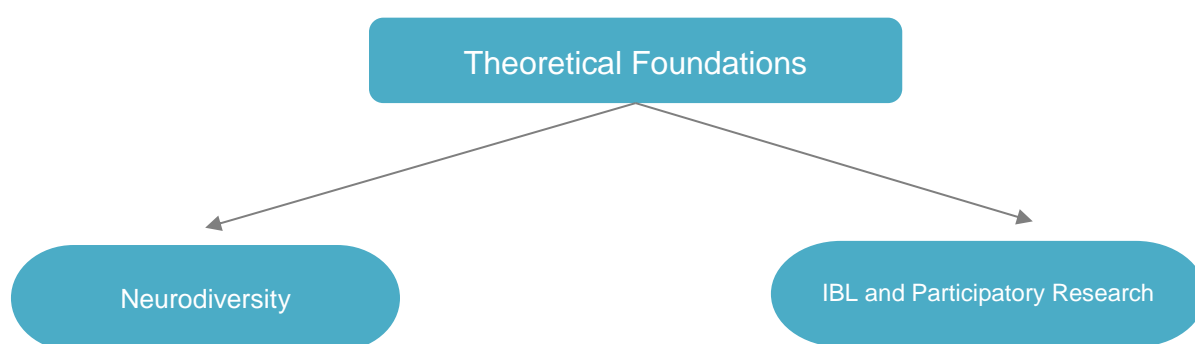
IBL and Participatory Research

Figure 1: Teaching neurodiversity to future English teachers: Two theoretical foundations.

Module 1 - Introducing Inclusion

Students will likely have different levels of knowledge about and experience with inclusion and inclusive education. This module addresses these differences to ensure that all students start with adequate foundational knowledge.

Learning objectives

In this module, students will:

- reflect on their personal experiences to discuss the psychological importance of being understood and feeling included
- list the similarities and differences of the terms inclusion, segregation, and integration
- analyze the prevalence of heterogeneity in schools

Activities

Activity 1 - Walking in their shoes

Students use their own experiences of exclusion to describe the emotional impact of such occasions, develop empathy with individuals who are excluded, and generate positive attitudes towards inclusion.

<u>Preparatory work</u>

Students prepare a short reflection which they will use to share (to the extent they feel comfortable) with the class. Lecturers can set up a virtual forum for students to share their reflections. Lecturer can make it clear to students that they do not have to answer all questions/prompts, and that they can share as much as they feel comfortable. Students who not wish to share their reflection should be allowed to simply listen and/or respond to students who do volunteer to share.

The reflection, based on Korthagen's reflection model (1993), will be based on a time during their school years when they felt they or their ideas, opinions, or needs were disregarded. Students follow the steps below:

Step 1 – Describing the experience
Take notes on the following questions/prompts:
1. Think of a situation or experience during your school years where you felt your ideas, opinions, and interests were disregarded.
2. What was the situation?
3. How did you feel?
4. What did you do about the situation?
5. What did other people involved in the situation do? What didn't they do?

Step 2 – Understanding the experience
Take notes on the following questions/prompts:
1. What does the experience mean to me?
2. Why does it mean that to me?
3. What caused this experience?
4. In what ways was the experience positive or negative?

Step 3 – Possible alternatives
Take notes on the following questions/prompts:
If the situation were to happen again:
1. To what extent do you think the situation was addressed well?
2. How could it have been avoided or dealt with more effectively?
2. Was there a way in which you might respond differently, knowing what you know now?
3. If you or others had acted differently, how would that have changed the outcome of the situation?

Step 4 – Putting it all together and sharing (Optional)

1. Write a short text that summarizes your notes and answers to the questions/prompts from the previous steps.
2. Share your reflection in the virtual forum.
3. Respond to your classmates' reflections by commenting or asking further questions.

In-class

The class has a discussion based on students' texts and online exchanges, focusing on the feelings that are described and the solutions that were identified, rather than the incidents themselves. In this way, students' privacy is protected. At the same time, the students should be able to draw the connection between their own feelings of exclusion, and how such exclusion may be harmful to others. The lecturer points out how those who are deemed different may be more prone to exclusion simply because of their differences in origin, interests, learning abilities, etc. Students answer the following questions to engage in discussion: What kind of differences are celebrated in the classroom?

- o Why are these differences welcome and celebrated?
- o What kind of differences are not usually welcome in the classroom? Why?
- o How can these differences, when accepted or disregarded, affect students' learning and well-being?

Activity 2

In this activity, students learn about the importance of inclusion in ELT. They define the differences between inclusion, exclusion, segregation, and integration, and identify what they need to know in order to foster inclusion in the ELT classroom.

<u>Preparatory work</u>

- Students watch the video <u>"Inclusive TEFL: Chances, Challenges, and Concepts for Inclusive Foreign Language Classrooms"</u>, which is an excerpt from a videotaped lecture by David Gerlach from the year 2016. Professor Gerlach gave the lecture to pre-service English language teachers, introducing definitional concepts and the rationales for inclusive education without focusing specifically on neurodiversity. <u>Worksheet 1 - Introducing Inclusion</u> offers scaffolding to guide students to focus on salient content and increase comprehension.

<u>In class</u>

- The lecturer uses Worksheet 1 to elicit answers from students to check for understanding, debrief the video lecture, and correct or elaborate on students' answers. If necessary, the lecturer answers any other questions students may have.

Optional: Use the presentation <u>Inclusion, Neurodiversity and ELT</u> to emphasize why ELT teachers should learn about these concepts.

Additional resources:

Hollenbach-Biele, N. & Klemm, K. (2020): Inklusive Bildung zwischen Licht und Schatten: Eine Bilanz nach zehn Jahren inklusiven Unterrichts. Bertelsmann Stiftung. Online: https://www.bertelsmann-stiftung.de/ de/publikationen/publikation/did/inklusive-bildung-zwischen-licht-und-schatten.

In this German-language report, the authors present the results of the reforms introduced in Germany's educational system after the country signed the Convention on the Rights of Persons with Disabilities in 2007.

Module 2 - What is Neurodiversity?

This module offers an introduction to the concept of neurodiversity and addresses the importance of considering issues of neurodiversity in the ELT classroom.

> ### Learning objectives

In this module, students will:

- compare different definitions of neurodiversity
- develop their own definition of neurodiversity
- evaluate the rationale behind the concept of neurodiversity
- describe the history of the term 'neurodiversity'

> ### Activities

Activity 1 - Defining neurodiversity

Students read a compilation of definitions of neurodiversity by several different stakeholders, to develop an understanding of the multiple perspectives that are reflected in this term. They begin to concretize their own understanding of the concept.

<u>Preparatory work</u>

- Students read the text ['Defining Neurodiversity'](#) with various definitions of the term by authors from different fields. They identify commonalities and differences among the definitions.
- Students summarize their understanding by developing a definition in their own words.

<u>In class</u>

- In small groups, students share their definitions with one another and discuss similarities and differences among their definitions.
- The lecturer leads a discussion, with some groups sharing their definitions or the main points they discussed. The lecturer fosters discussion and exchange of ideas. Some of the following questions may be used for discussion:

    ○ Why might there be so many different definitions of one term?
    ○ What might be some of the different perspectives that would influence different conceptualizations of neurodiversity?
    ○ How have definitions of neurodiversity changed over time?
    ○ In what ways are the sources different from the ones you usually use? What might explain why these are not traditional scholarly resources?

○ In which ways can non-traditional scholarly sources or non-scholarly resources contribute to your understanding of the concept of neurodiversity?

Activity 2 - Why talk about neurodiversity in the ELT classroom?

Students apply their understanding of neurodiversity to consider its relevance to ELT classrooms. In order to do this, they watch a brief video specifically created for this purpose.

<u>Preparatory work</u>

Students write down a list of reasons why they think English teachers should learn about neurodiversity.

<u>In class</u>

- The lecturer organizes the class in small groups and asks the students to share their reasons why English teachers should learn about neurodiversity.
- Students create a [KWL chart](). In the K column (know), they write down the reasons why they think English teachers should know about neurodiversity. In the W column (want to learn), they write down the things they would like to learn about neurodiversity and English language teaching. The last column remains empty for the time being.
- Students individually watch the video [“Why Neurodiversity & TEFL?”]() [2] and take notes on the reasons presented.
- Students return to their groups and complete the L (learned) column in their KWL charts.
- The class is rearranged in new groups to share their conclusions from the KWL chart activity. Then they hold a discussion based on the following questions:

  ○ What are some of the different ways that individual differences can impact individual learning experiences in the ELT classroom?
  ○ Do some of the reasons given for including neurodiverse issues and themes in ELT seem more important than others?
  ○ Do neurodiverse people appear in ELT textbooks, the movies watched in class, the books that are discussed, and the poetry that is read?

- The students share their ideas about what teachers can do to address following:

  ○ Responding to the needs of neurodivergent learners.
  ○ Successful communication in inclusive classroom
  ○ Diversification in representation

- After the discussion, the students brainstorm and add their ideas to three posters that are prepared and hung in the classroom for each of the three topics mentioned above.

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[2] The transcript of the video can be found in Annex 1.

Optional: Students interested in learning more about the history and development of the field of neurodiversity might want to read the following sources.

Blume, H. (2019, August 15). *On the neurological underpinnings of geekdom*. The Atlantic. https://www.theatlantic.com/magazine/archive/1998/09/neurodiversity/305909/

Dekker, M. (2020). From exclusion to acceptance: Independent living on the autistic spectrum. In S. K. Kapp (Ed.), *Autistic community and the neurodiversity movement. Stories from the frontline.* (pp. 41–49). Palgrave Macmillan. https://doi.org/10.1007/978-981-13-8437-0

Silberman, S., & Sacks, O. (2016). *Neurotribes: The Legacy of Autism and the Future of Neurodiversity* (Reprint ed.). Avery.

Singer, J. (1997). *Odd people in: The birth of community amongst people on the "autistic spectrum": A personal exploration of a new social movement based on neurological diversity*. (Honors' dissertation). University of Technology, Sydney. Republished in Singer (2017).

Singer, J. (2017). *NeuroDiversity: The Birth of an Idea*. Judy Singer.

Module 3 - Forms of Neurodiversity

When talking about neurodiversity, the term "neurotype" is sometimes used to focus on various neurotypical features or labeled conditions. Learning about different neurotypes is important for teachers, since this knowledge allows them to gain insights into how their students experience the world. Understanding different neurotypes should inform the decisions teachers make, in order to better accommodate learners' various needs regarding autonomy, scaffolding, modality, or social forms. This module addresses some of the most widely recognized atypical neurotypes, including Autism, Attention Deficit Hyperactivity Disorder (ADHD), Developmental Language Disorder (DLD), Dyslexia, and Tourette's syndrome. After this module, students should develop an understanding of the complexity of the terms, and the way they are defined differently by various individuals or groups. We do not subscribe to the idea that one definition is more "correct" than another, but rather, offer a variety of perspectives that illustrate the multi-faceted nature of these forms of neurodiversity.

Learning objectives

In this module, students will:

- summarize features of a specific neurotype
- explain features of one neurotype, taking both scholarly and community perspectives into consideration, to their peers who have focused on a different neurotype
- identify similarities and differences among neurotypes
- examine how different types of sources affect how different forms of neurodiversity are described

Activities

Activity 1

Students read about one neurotype of their choosing individually, subsequently discuss their findings with their peers to identify key ideas, and share with other classmates what they learned (Jigsaw Method).

Preparatory work

- Students choose one neurotype from among the following: *Autism, ADHD, DLD, or Dyslexia,* and find out more about it by reading one scholarly and one personal source from Annex 2 - Scholarly and Personal Perspectives - A List of Resources. Students may also select another neurotype, with the lecturer's consent.

In class

- Students meet in *expert* groups (see: Jigsaw Method) according to the neurotype they chose. On the tables, the lecturer arranges QR codes for the comics and the social media accounts. Students can refer to the online materials to refresh their memory or to emphasize key points. Students may use these guiding questions:

  o What is this neurotype?
  o What do people with this neurotype want you to know?
  o What are the implications of this information for the ELT classroom?

- Students reconvene in *mixed* groups (See: Jigsaw) and share their findings. They can use the QR codes to illustrate their points. In the mixed groups, students should, in addition to conveying basic information about the neurotypes they are discussing, try to identify commonalities and differences among the different neurotypes. Questions for the mixed groups might be as follows:
  o Are there any things that seem similar across the neurotypes? How are the neurotypes also distinct from one another?
  o Are there common themes in the materials?
  o In what ways does the type of resource change the kind of information it conveys? Are there patterns in the form or content across neurotypes?
- Students use Worksheet 2 - Neurotypes - Self-assessment to check their understanding of the concepts.

Module 4: Quantitative, Qualitative, and Participatory Research

Participatory research allows researchers to work collaboratively with different types of stakeholders to include the perspectives of target groups in research about them. In this module, students are provided a brief overview of the foundations of quantitative and qualitative research and introduced to basic principles of participatory research, emphasizing how it offers opportunities to put those directly affected at the center of the research process.

Learning objectives

In this module, students will:

- recognize basic principles of qualitative and quantitative research
- identify the characteristics of participatory research, and describe how it is relevant for addressing neurodiversity in the ELT classroom

Activities

Students identify and summarize basic principles of quantitative and qualitative research.

<u>Preparatory work</u> (in German)

Resources

- Schramm, K. (2016). *Empirische Forschung* in D. Caspari, F. Klippel, M. Legutke, & K. Schramm (Eds.), *Forschungsmethoden in der Fremdsprachendidaktik: Ein Handbuch* (49-58). Narr Francke Attempto Verlag GmbH + Co. KG
- ['Gütekriterien in der qualitativen Forschung'](#) (in German): criteria that reflects good practice in qualitative research.
- Vaughn, L. M., & Jacquez, F. (2020). Participatory research methods: Choice points in the research process. *Journal of Participatory Research Methods, 1*(1). https://doi.org/10.35844/001c.13244

> *Quantitative and Qualitative Research – Instructions for Preparatory Work*
>
> In this activity, students learn about quantitative and qualitative research, their differences, similarities and quality criteria.
>
> 1. Students read and watch the resources on the left.
>
> 2. Students take notes about the nature of empirical research, the different types/levels of empirical research and the similarities and differences between quantitative and qualitative research.
>
> 3. Students create a mind map that identifies key concepts in quantitative and qualitative research and consider how different paradigms fit different topics and research questions.

<u>In class</u>

- Students work in pairs to compare and discuss their mind maps.
- The lecturer creates and shares a collaborative online tool/board with two columns. The columns should be titled "Problems in neurodiversity for quantitative research" and "Problems in neurodiversity for qualitative research".
- Students add their list of problems to each of the columns.
- The lecturer and the students collaboratively read and comment on the problems students added.
- The lecturer clarifies, explains, and provides feedback on the problems identified by the students.
- Students are organized into small groups and answer the following questions:

    o Which of the problems identified in the qualitative paradigm require active participation of neurodivergent individuals?
    o What would participatory research offer to those problems?
    o In what ways can researchers facilitate the participation of neurodivergent individuals to address the identified problems?

- The lecturer elicits responses from students.

The lecturer explains how participatory research constitutes an opportunity to work with groups that are traditionally underrepresented, such as neurodivergent individuals, to amplify their representation in knowledge construction and decision-making processes.

Module 5: Interviews I

In this module, students learn about interviews as a method of qualitative research and understand the importance of adopting ethical standards in research, in particular when human subjects are involved.

Learning objectives

In this module, students will:

- describe the principles of interview-based inquiry
- distinguish between three types of interviews
- evaluate the appropriateness of the various interview types for particular research questions and approaches

Activities

Activity 1

Students watch two videos about interviews as a method of qualitative research and practice developing questions for a variety of research problems.

Preparatory work (In German)

- Students watch the (German language) videos "Das Interview: Grundkonzepte" and "Drei Interviewtypen" on this website and complete Worksheet 3 - Different Types of Interviews.

In class

- Students work in pairs to revise the worksheets they prepared as an assignment.
- The lecturer revises the activity with the whole class to make sure students completed the activity correctly.
- Students work in small groups or pairs to complete Worksheet 4 - Interviews in Research. The lecturer assigns each of the research interests in the worksheet to at least two groups (if possible). The idea is to make sure at least two groups work in each of the topics.
- The students reconvene and share their answers and ideas with partner groups. They decide on the best type of interview and the questions they would ask. They share this with the rest of the class.

Ethics

Learning and upholding research standards is an essential part of doing research. The video 'Ethical Code and Data Privacy' provides an overview of why researchers should behave ethically, some of the written and unwritten rules of research, as well as some things to take in consideration when conducting interviews with neurodivergent individuals.

One of the written rules of doing research is informing participants about the purpose, conditions, consequences of the study, and obtaining their consent to participate. On our website, lecturers can find two consent forms. One is written for neurodivergent interviewees in Germany, and the other for school staff in Austria. Students can use these models to create their own, keeping in mind that legal specifics for these documents differ from country to country.

Module 6: Inquiry-Based Learning - From Interest to Research Question

Note: This module is designed for your students to start preparing their interviews with neurodiverse people.

In this module, students will think about their views and experiences with neurodiversity, in order to understand why and how they are interested in the topic. From there, students work to turn those interests into a research topic and design an interview guide.

Learning objectives

In this module, students will:

- reflect on their experiences and interests on the topic of neurodiversity.
- identify aspects of neurodiversity and ELT for further research
- form groups with peers who have similar interests

Activities

Activity 1

In this activity, students reflect on their experiences with neurodiversity and consider whether, and how, these

Guiding questions

Do you have past experiences with neurodiversity?

Do you believe learning about neurodiversity will be useful to you in the future?

What do you think teachers need to know about neurodiversity?

What do you wish you had known about neurodiversity when you were in school?

Do you think there is something special about EFL/ELT and neurodiversity?

Is learning English different, from a neurodiversity point of view, from other subjects? How or why?

Are your reasons for taking this course based pragmatic (time, schedule, etc.)? If so, what do you think you might be able to learn in this class?

experiences inform their interest in the topic. This activity also offers students the opportunity to identify potential partners for their research interviews.

Preparatory work

- The lecturer creates a virtual forum asking students to share their reasons for choosing the seminar. The lecture uses the 'Guiding Questions' in the textbox above as prompts.
- Students reply to the forum and comment on each other's answers.

In class

- Students form groups based on similarity of interests. This can best be achieved if students are encouraged to 'mill around' and engage in conversations about the terms they noted down.
- Students get together in groups and discuss their interests in more detail.
- Students complete Worksheet 5 - Developing Research and Interview Questions.
- The lecturer monitors the groups and provides feedback when needed.

Module 7: Interview Guidelines

Interview guidelines enhance the reliability and effectiveness of researcher's interviews. These are particularly important for novice researchers who may be anxious about conducting an interview for the first time. They can use these guidelines to remind themselves of the questions they want to ask during the interview and build-up their confidence. There is no one-size-fits-all approach when it comes to writing interview guidelines; different practices depend on what the researcher feels they need to note down in advance.

Learning objectives

In this module, students will:

- create interview guidelines

Activities

Activity 1

Students work in groups to write their interview guidelines.

<u>Preparatory work</u>

-   Students bring their research and interview questions that reflect the feedback they received from peers and/or the lecturer.

<u>In class</u>

-   Students use <u>Worksheet 6 - Writing your Interview Guidelines.</u>
-   Students collaborate in their groups to draft questions for their interviews.
-   The lecturer monitors the class, joining groups occasionally to support students and give feedback when/if needed.

Note: After carrying out the interviews, students will need guidance in how to transcribe them. <u>Annex 4 - Transcribing Interviews</u> provides information on using the software 'f4transkript' for interview data transcription.

Module 8: Looking back

Note: By the time this module is taught, students should have already conducted their interviews.

Learning objectives

In this module, students will:

-   reflect on the process of preparing, conducting, and analyzing interviews
-   write recommendations for future students as a way to reflect on and debrief their experience

Activities

Activity 1

Students write a short text reflecting on the process of interviewing neurodiverse individuals (preparation, interviewing, and transcribing).

<u>Preparatory work</u>

-   Students write a reflection on the whole interview process using the following prompt:

    Pick one or several issues that came up in conducting the interview. These can relate either to the research process or to neurodiversity and inclusive language education. Take your prior learning on neurodiversity and research methods into account, and explain how the seminar and the experience of conducting this interview affected your understanding of neurodiversity in education and how this might apply to your future practice. Length of text: around 350 words

<u>In class</u>

- The lecturer hands out sets of colored paper to each student. On one page, students write down sentences, phrases, or words that summarize what they think went well during the process. On the other, students write the things they found most challenging or that they could have done better.
- The lecturer collects the papers and pins or tapes them up. Students conduct a [gallery walk](#) to review their classmates' reflections. Following the gallery walk, the lecturer elicits from students what similarities and differences they noticed among their peers, and anything else of interest.

Activity 2

The groups create a list of recommendations for future students about conducting interviews. While this activity is practical in nature, it also fosters reflection about the process students have conducted.

In-class

- Each student writes two or three recommendations they would give future students about preparing, conducting, and/or transcribing interviews.
- The lecturer collects these recommendations, using either moderation cards or a digital tool.
- The lecturer, together with the class, classifies students' recommendations (possible categories include: interview guidelines, writing research questions, use of language, transcription software, etc.)
- Debriefing: In groups, students consider the relative importance of their recommendations and reach consensus about the most critical categories or issues that future interviewers should consider.

Concluding Remarks

We hope that lecturers have found this teacher guide useful for the design of their own seminars, courses, etc. By piloting these materials in three different universities, we have been able to gather a variety of perspectives and deal with different challenges. We hope that we have succeeded in sharing the lessons we have learned in this guide. Lecturers should feel free to use and adapt these materials to the specific realities of their context and to their own interests.

Through the ELLeN project and these materials, we expect to contribute to the goal of educating future English teachers who have positive, open attitudes towards neurodiversity and are autonomous in creating ELT lessons, materials, and experiences that are inclusive and mindful of the needs of neurodivergent learners.

Worksheet 1 - Introducing Inclusion

Objective: In this activity, you will learn about inclusion, relevant definitions of related concepts, and the skills ELT teachers need in order to make their classes inclusive.

Step 1: Brainstorm some ideas about what you think ELT teachers should know and be able to do to create an inclusive classroom.

_____

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Step 2: Watch the lecture 'Inclusive TEFL: Chances, challenges, and concepts for inclusive foreign language classrooms,' which you can find here. Remember that you can stop the video and re-wind/ re-watch any portion of it. While you watch, take notes regarding the following questions:

What dimensions of heterogeneity does the presenter mention?	How are inclusion, exclusion, segregation, and integration different from each other?
How is the general population's perception of inclusion different from that of experts and practitioners?	What can teachers do to learn more about inclusion?
Two questions you have:	

Step 3: How familiar were you with inclusion before watching this lecture? Has your perception of inclusion changed after watching it? How does the challenge of fostering inclusion in the ELT classroom make you feel about your future work? Write a paragraph addressing one, two or all of the questions.

Worksheet 2 - Neurotypes - Assessment

1. Choose two of the following neurotypes, and write a short definition for each.

   - Autism:
   - Dyslexia:
   - ADHD
   - DLD

2. True or False?

Autism is a spectrum. This means that everybody is autistic to different degrees.	(T) (F)	There are differences in working memory between children with ADHD and neurotypical children.	(T) (F)
ADHD is always associated with hyperactivity.	(T) (F)	Developmental Language Disorder is a consequence of learning German as L2.	(T) (F)
Some autistic people have an intellectual disability.	(T) (F)	Children with Developmental Language Disorder have an intellectual disability.	(T) (F)
Dyslexia impacts reading and writing, but also memorizing vocabulary and learning grammar.	(T) (F)	Dyslexia can be a consequence of bad instruction in primary school, or of being ill and frequently skipping school.	(T) (F)

3. Name two things that you have learned today that surprised you:

4. Name two open questions that you have:

5. Name one thing that you might do in school in the future to support neurodivergent learners:

How well did this work for you? Mark the option that best suits you.

	Yes	Partially	Not
I feel that I have understood the basics of the neurotype I specialized in.	Yes	Partially	Not
I feel like I have understood the basics of the neurotype others taught me about.	Yes	Partially	Not

Worksheet 3 - Different Types of Interviews

Watch the (German language) videos "Das Interview: Grundkonzepte" and "Drei Interviewtypen" on [this website](#) and complete the chart below.

Feature/ Interview Type	Problem-centered	Narrative	Expert
Structure	Semi-structured	Open	Semi-structured
Questions			Guiding questions & follow-up questions
Purpose		To listen to someone's story to understand their experiences on a topic	
Nature of the interviewee's knowledge			

Worksheet 4 - Interviews in Research

Alone, with a partner or in a small group (3 people maximum): Choose one of the following research interests:

1. You want to know why some neurodivergent learners find working in small groups challenging.

2. You aim to be an inclusive teacher and need to know how to support neurodiverse learners.

3. You are unsure as to whether a particular text will appeal to some neurodivergent learners.

Answer the following questions:

   A. Which interview type would you use? Why?

   B. What questions would you ask in your interview? (Write down at least three questions, not just the topic.)

Be ready to share your answers with the rest of the group.

Worksheet 5 - Developing Research and Interview Questions

Good research starts with good research questions. You are going to conduct and analyze interviews with neurodiverse learners. Here are some possible foci for your research questions:

The learning context: classroom, atmosphere.

The interviewer: (changing) beliefs, experiences

The learner: beliefs, experiences, needs, ideas.

The learner's teacher: experiences, beliefs.

Your task:

1. Formulate one or two research questions for your project on inclusive teaching and neurodiversity. The question(s) should genuinely interest you and be clearly formulated. They also need to be answerable with the kind of data you can get through an interview. Your research questions may have sub-questions as well!

2. Identify one theme of your research question, and formulate five interview questions to tap into this theme. State whether these are for teachers or students (which age?). Be sure to try to formulate your questions objectively.

Here are some examples:

Interview questions for the teacher:	Interview questions for students:
How big is the heterogeneity in your classes?	Do you sometimes feel bored because the topic is too easy?
What are the biggest challenges in teaching heterogeneous ELT classes?	Do you sometimes lose motivation because the tasks seem too difficult?
What do you do if some students cannot keep up?	How do you experience working together with schoolmates? Is it always fun or are there any difficulties sometimes?
Do you try to use tasks that can be done by students with different proficiency levels? If so, which ones?	If you could change something in your English classes (concerning the activities you do or the way you do them), what would it be?

What do you do / suggest the teacher to do to make lessons more interesting and challenging?

Example 2 - Research question - *How do neurodiverse learners (especially AD(H)D learners) perceive the language classroom?* Interview questions for the learner:

Do you perceive the language classroom differently than say your Math lessons? If yes, why? If not, why not?	Do you like talking English in the language classroom?
Which parts of the language classroom do you like best?	Which parts of the language classroom would you skip if you could?

Do you do a lot of group work in your English lessons? Can you describe them to me a little bit more?

Example 3 (Focus on learning context) - Research question - *To what extent does this school provide a fruitful learning context for neurodiverse and neurotypical learners?* - Interview questions for teachers:

How do you perceive the learning context and conditions in which the pupils learn here?	Are there learning groups formed by the pupils themselves?
Which support does the school provide for homework management?	Are there special learning areas or timeout zones for pupils?

Which technical equipment is provided by the school and which one is the learner's favorite?

Bear in mind!

1. No research project can answer all questions relevant to a theme.
2. Not all research should lead to the construction of new knowledge.
3. Research questions need to match your overarching interest.
4. Research questions can (and usually do) have sub-questions.
5. Thinking about the kind of evidence (aka data) you need to answer your research question from the very beginning makes the project easier.

Important criteria to enhance the quality of your questions:

Complexity: It is not easily answered. It can't be answered with a yes or no. It has substance and needs explanation.
Relevance: It has an underlying problem with educational significance. It is important to someone other than you.
Neutrality: It is unbiased. It does not suggest a preferable answer.
Feasibility: It can be answered with data that you can get. In our case, this means an interview.
Falsifiability: Data can be obtained that leads to the exact opposite way to what you expect.

Another important thing to keep in mind is the type of language you use to phrase your questions. Avoid using technical language and, if you absolutely must, provide a brief explanation.

Worksheet 6 - Writing your Interview Guidelines

In groups, you will create your interview guidelines. The most important part of your guidelines is the questions you will ask your interviewee. However, read the following key points, and decide if you want to add other parts to make sure that you do not forget anything you might want to say. Sometimes, people even forget to say thanks!

1. Start with an introduction where you tell your interview partners your names, and thank them for their time and help. Remind them that the interview will be recorded, and they can stop at any time or decide not to answer any questions if they do not want to.

2. Start with easier questions to get the interviewee to feel relaxed and comfortable. These should be open-ended and personal, but not too personal.

3. Provide your interviewee with positive feedback through facial expressions, gestures, or verbal comments.

4. Put the most important questions in the middle. If you leave them for the end, you might not get there.

5. Be flexible. Your interviewee may say something you want to follow up with or they might need some "extra" questions in case they need some scaffolding.

6. At the end, thank the interviewee again for their time and insights! Tell them you will send them the transcript when it is completed if they would like to review it.

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Annex 1 - Transcript 1: Video - Why Neurodiversity & TEFL?[3]

0:24: This course is based on the notion of neurodiversity and takes a holistic look at teaching English as a foreign language through the lens of neurodiversity.

Why do we draw on the notion of neurodiversity here?

0:42: First of all, a quick revision: What is neurodiversity? There are many different definitions, but they all have one thing in common: They acknowledge that people differ in how they think, and that as a consequence, some people find it easier to navigate society and daily life than other people. That is not because some ways of cognitive functioning are better than others - but because our world - in the sense of a majority world - is built in a way that makes it easy for some people, and harder for other people, to do what they want to do. You might have encountered this idea before - it is often called "the social model of disability".

1:35: Furthermore, neurodiversity assumes that the fact that your brain works this way or that way, doesn't impact your value as a human being, or your right to fully and equally participate in society. Therefore, neurodiversity does not just imply that we should value the heterogeneity in ways brains work and people interact with their environment, but also that we should celebrate these differences and contribute to creating the kind of world in which everybody can live in a way that works for them and for their brain.

2:17: By the way: Some authors use the term "neurodivergent" to describe people who differ from the majority in how their brain works and how they interact with their environment. Instead of saying that somebody is neurodivergent, you could also say that they belong to a minority neurotype.

2:42: So, why is neurodiversity important for TEFL?

In this video, we will address three aspects.

First: It is important to know about the needs of neurodivergent learners, so you can create lessons that work for all learners in your classroom. As an added bonus, many of the things you can do to enable learning for neurodivergent learners can help all the learners in your classroom.

Second: One of the goals of the EFL classroom is to prepare learners to communicate with a wide range of people. In order to do so, we need to think about what goes into successful communication and how this relates to learners with different neurotypes.

And thirdly, we will talk about diversification in representation: Does the EFL classroom reflect the heterogeneity of society? The texts you read, the videos you watch, the pictures you see - do they reflect the true diversity of society, including on dimensions related to neurodiversity? And: Why is it important that the classroom does reflect this diversity?

4:20: Let's talk about the first aspect: The importance of learning more about the needs of neurodivergent learners, and how to create lessons and learning environments that work for everybody in your classroom.

One thing is clear: While we all have some things in common when learning a language, we also differ from one another in some other ways. For example, input is always important for learning a new

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[3] Transcript of the video referenced on page 11.

language. But, depending on what level you are at, some types of input might be too simple for you, or too hard - at least without additional scaffolding. Therefore, learner orientation has long played an important role in the EFL classroom. Andreas Bonnet, Professor of TEFL didactics, defines learner orientation as follows "Learner orientation in FLT [that is, foreign language teaching] means, making language teaching adaptive to the learners by taking into account their individual psychological dispositions (...) as well as their individual constructions of identity (...) in order to foster learner autonomy with respect to its functional (...) and critical (...) aspect."

5:51: Another aspect of learner orientation considers individual differences in attention and working memory, which researchers like Judit Kormos and Zhisheng Wen have found are important to understanding why some learners acquire new language more easily or rapidly than others.

Many EFL teachers want or need to go beyond learner orientation, adopting an explicitly inclusive perspective on teaching and learning. "Inclusive pedagogy focuses on the creation of learning environments that - through e.g. diversified materials - provide ideal approaches to learning for all.

6:39: Whether your goal is learner orientation or inclusive education, in both cases it will be helpful to understand the needs of your learners. When you learn more about the needs of neurodivergent learners and how to support them in your lessons, you develop your personal teaching toolkit that will serve you in many EFL teaching contexts. In other words: By engaging with the topic of neurodiversity, you can learn things that will help you to teach in a way that works for everybody in your classroom.

7:20: Now, let's talk about the second aspect. One of the goals of the EFL classroom is to develop communicative competence. Communicative competence - a notion originally developed by the linguist Dell Hymes - is the ability "to use the language for meaningful communication" (Richards 2006, 3). A person who has communicative competence can "use language for a range of different purposes and functions", can vary their "use of language according to the setting and the participants", and knows "how to maintain communication despite having limitations in one's language knowledge". Importantly, communicative competence is not just about speaking and listening - it can involve all modalities, and includes the ability to "produce and understand different types of texts".

8:24: One key aspect here is that communicative competence includes the ability to adapt the way we speak, depending on our interlocutors and the setting. Richards (2006) gives examples: When to use informal and when to use formal speech, or being aware of the differences between spoken and written language. But it is worth digging deeper here, and to look at more ways in which we need to adapt the way we communicate - as speakers and writers, as listeners and readers - based on our interlocutors, that is the people we are communicating with.

This is where communicative competence connects with intercultural communicative competence (ICC).

9:21: You might already be familiar with the concept of ICC. In case you haven't encountered it before: The basic idea underlying ICC is that communicative competence itself is not enough if your goal is to communicate effectively with people across different languages and/or different countries. Michael Byram, for example, suggests that an intercultural speaker needs certain attitudes and knowledge, but also skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness.

10:10: So, to summarize: One of the goals of the EFL classroom is the development of communicative competence, that is the ability "to use the language for meaningful communication". This involves adapting the way we speak and write based on setting and interlocutor and also taking differences between people and settings into consideration while listening and reading. We use the

term "intercultural communicative competence" to stress differences connected to culture and language.

10:54: But: What does this have to do with neurodiversity?

When you learn more about different neurotypes, you will sometimes encounter descriptions of communication challenges related to specific neurotypes. Usually, these are framed as communicative deficits. Damian Milton, an autistic philosopher, has criticized this understanding. To counter this understanding, he has introduced the notion of the "double empathy problem".

11:33: When people with different communicative styles communicate, this can be challenging. But, the challenge is not just due to one party in that communication. It is about differences between the parties. The neurodivergent person's way of communicating may challenge the neurotypical person's habits of communication - and the other way around.

If we view communication challenges from this perspective, we arrive at something very close to the notion of intercultural communicative competence. It's not just about everybody learning to communicate in one specific way - but about knowing different ways to communicate, adapting to the person you are communicating with, and the setting you are communicating in at a specific point in time.

12:32: This can, of course, also include changing the setting to fit your needs or the needs of your interlocutor, or the ability to request such changes from others.

So, neurodiversity can be an important concept to take into account when looking at what "communicative competence" really means - both for neurotypical and neurodivergent communicators.

13:06: Finally, let's talk about the third aspect: Representation. Imagine, for a moment, that you are a student who identifies as male. You open your textbook, and on every page, there are pictures of people. To be more precise, pictures of women in different everyday situations and professions: A group of girls queuing for ice cream, a surgeon, a firefighter, a homemaker. Pictures of women competing at the Olympics and Paralympics. Young women, old women; trans women, cis women; famous women, ordinary women - but only women, in each and every picture. All the stories, too, are about women. Female heroes, female explorers, female teachers, female criminals, and female detectives chasing them.

14:26: Maybe there is one chapter in which you find pictures of boys and men, and pictures of nonbinary children, teens, and adults. It's a chapter that discusses the challenges of people who aren't women. But this is the only chapter in which they are visible in any meaningful way.

Again, for this thought experiment, assume that you are a student identifying as male. Would this impact your English language learning experience in any way?

15:02: Now, switch your perspective for a second. Imagine you are a learner identifying as female. Would this have any impact on you, positive or negative?

Now imagine that you are a neurodivergent learner. Not only do you not encounter any texts about you, or images of you in your textbooks. When there is a discussion about you, it is because you need some things to be different than they are for everybody else.

15:42: When we are talking about neurodiversity and EFL learning, we can also make neurodiversity visible, by including it as a topic of the EFL classroom. Do learners read texts written by neurodivergent authors? Do they encounter a broad range of characters from different neurotypes?

16:06: To summarize: In this video, we discussed why neurodiversity is an important topic for the EFL classroom. We touched on three reasons: Learning about neurodiversity and from neurodivergent people can help us in creating lessons that support all learners. Learning about neurodiversity helps us in thinking about the goals of the EFL classroom, specifically communicative competence. And, last but not least, learning about neurodiversity can help us in thinking about neurodiversity as a topic in the EFL classroom, and about representation of neurodivergent people and neurodivergent cultures in the EFL classroom.

Annex 2 - Neurotypes - Scholarly and Personal Perspectives - A list of resources

Neurotype	Resources
ADHD	*For background, scholarly information - Guiding question: What is ADD? What is ADHD?* [ICF Core Set for Attention Deficit Hyperactivity Disorder (ADHD)](#) [Dr. Russell Barkley's 30 Ideas about ADHD](#) *For personal perspectives - Guiding question: What do autistic people want everybody to know about autism?* [Pina Varnel Comics](#) [Dani Donovan Comics](#) [Carls TikTok Channel (adhadult)](#)
Autism	*For background, scholarly information - Guiding question: What is autism?* Chapter 1 in Fletcher-Watson, Sue & Francesca Happé. 2019. Autism: A new introduction to psychological theory and current debate. London: Routledge. *For personal perspectives - Guiding question: What do autistic people want everybody to know about autism?* Schreiter, D. (2020). The World beyond my shadow. Panini. The webcomics of Lily Spectrum on Twitter (@LilySpectrum) , or Instagram (@lilyspectrum). You can also use this [website](#), which holds part of her work if you or your students do not use social media. N. (2020). Schüler mit Autismus-Spektrum-Störungen: Eine Innen- und Außenansicht mit praktischen Tipps für Lehrer, Psychologen und Eltern For the French-speaking: Geelhand, P., Papastamou, F., Belenger, M., Clin, E., Hickman, L., Keating, C. T., & Sowden, S. (2023). Autism-Related Language Preferences of French-Speaking Autistic Adults: An Online Survey. Autism in Adulthood, Article aut.2022.0056. Advance online publication. https://doi.org/10.1089/aut.2022.0056 This [Amazing Kids video.](#)

DLD

For background information - Guiding question: What is developmental language disorder (DLD)?

Schick, K., & Mayer, A. (2015). Englischunterricht für Kinder mit Spracherwerbsstörungen. In https://library.oapen.org/handle/20.500.12657/27275

Ruberg, T., & Rothweiler, M. (2016). Mehrsprachigkeit und Fremdsprachenlernen: Eine unüberwindliche Hürde für Kinder mit einer genuinen Sprachentwicklungsstörung? In S. Doff (Ed.), Narr Studienbücher. Heterogenität im Fremdsprachenunterricht: Impulse - Rahmenbedingungen - Kernfragen - Perspektiven (pp. 77–90). Narr Francke Attempto.

For personal perspectives - Guiding question: What do people with developmental language disorder (DLD) want others to know about them?

The Hidden Disorder: Understanding Developmental Language Disorder by Ryan Kalifa

Dyslexia

For background information: Guiding question: What is dyslexia?

Read Chapter 2 in Kormos & Smith (2012): Kormos, J., & Smith, A. M. (2012). Teaching languages to students with specific learning differences. Multilingual Matters.

Read Chapter 1 in Gerlach (2019): Gerlach, D. (2019). Lese-Rechtschreib-Schwierigkeiten (LRS) im Fremdsprachenunterricht. 7 wichtige Punkte für einen erfolgreichen Start ins Thema. Narr Francke Attempto.

What is the effect of dyslexia on language learning? by Judit Kormos

For personal perspectives: Guiding question: What do people with dyslexia want everybody to know about dyslexia?

Read the poem by Aisha Borja

Read extracts from this article that discusses the author's experiences while studying a foreign language: Simon, C. S. (2000). Dyslexia and learning a foreign language: A personal experience. Annals of Dyslexia, 50(1), 155–187. https://doi.org/10.1007/s11881-000-0021-7

Watch these interviews with people with dyslexia

For self-check:
Think back to the text you've read. Can you recall the main points, without looking at your notes? In a second step, look at your notes and check if you have missed anything important. Think back to the first-person accounts. Can you list three main take-home messages?

Annex 3 - Transcribing Interviews

Instructions for the transcription activity:

1. You should use the transcription rules by Dresing and Pehl. The book that explains these rules can be found at this link (written in German). Please follow the "**semantisch-inhaltliches Transkriptionssystem**" (pp. 20ff.), including the extended rules ("**Erweiterte inhaltich-semantische Transkription**").The more expansive rules (GAT / GAT2) are good for you to be aware of, but are not necessary for this project.

2. The authors of the book are also the creators of software that can help you transcribe more efficiently and accurately. The group of transcription products is called f4 and can be found on this website.

3. You can transcribe by hand, or use f4x to help you with auto description. Please note: f4x had difficulties with accented speech, dialect, and overlapping speakers, and will require a lot of post-editing.

Using f4x:

If you like, you can use f4x as a demo version for a total of 30 minutes by registering on the website. F4X will automatically detect the language (English or German) and create a first transcription of your interview.

Without f4x:

If you do not want to use f4x (or it doesn't work well for you), please do the complete transcription 'by hand' - or use foot pedals (Ask your instructor if these are available at your university). The program f4transkript (v8) makes transcription easier, as you waste less time clicking stuff and more time typing (much better than with Word!).

4. Anonymize the finished transcription. None of these should be included in your transcript:

- Any names, including nicknames.
- The name of cities, of universities or companies the person is associated with.
- Anything else that would allow us to identify the person.

"My name is [NAME], but everybody calls me [NICKNAME]. I live in [CITY] and attend [UNIVERSITY NAME]. [NAME OF SISTER] helped me get a job at [COMPANY]. Last year, I won [IMPORTANT NATIONAL SPORTS CONTEST]."

5. You need to transcribe the complete interview - except for introductory/small talk sections at the beginning and/or end.

Annex 4 – Finding Neurodiverse Voices – Resources

There are various ways you can find neurodiverse individuals who may be willing to speak with novice researchers about their language learning experiences. In all cases, sensitivity regarding the topic is very important.

- Personal networks: Yours or your students'. You may ask your students to ask their own peers, family members, friends, or young adults that they tutor, babysit, train, or supervise. Be sure to thematize issues of guardian and individual consent, potential conflicts of interest, and issues of anonymity.
- Organizations that represent the interests of neurodiverse individuals or that provide speakers about Autism, ADHD, and Dyslexia can be found with an online search for larger cities.
- Your university's office for students with disabilities may be able to contact neurodiverse students on your behalf. Here, too, consider issues regarding privacy, anonymity, and potential conflicts due to power differentials. Some regions have qualification programs for individuals with cognitive impairment, training them as *Bildungsfachkräfte* to work with universities and other educational institutions as self-advocates and experts on inclusion.

Here is a list of websites and organizations that might be helpful…

Country	Name	Link
Belgium	Vlaamse Vereniging Autisme (VVA)	https://autismevlaanderen.be/
	Autisme Centraal	https://www.autismecentraal.com/
	Sterkmakers in inclusie	https://www.autisme.be/
	Participate	https://www.participate-autisme.be/
	Magali De Reu: journaliste, activiste	https://www.magalidereu.be/
	Ervaringsblog	https://tistje.com/
	Over ADHD	https://www.zitstil.be/
	Netwerk Leerproblemen in Vlaanderen	http://www.netwerkleerproblemen.be/
Germany	Institut für Inklusive Bildung	https://inklusive-bildung.org/
	Autismus – Forschungs - Kooperation	https://www.autismus-forschungs-kooperation.de/
	Aleksander Knauerhase	https://aleksander-knauerhase.de/
	Zentrum für Autismus-Kompetenz	https://www.zak-hannover.de/
	AlphaProf	https://alphaprof.de/
	Ohrenkuss	https://ohrenkuss.de/projekt/

and some media resources

Type of resource	Link
Blog entry	[35 neurodiversity podcasts](#)
Blog entry	[15 dyslexia podcasts](#)
ADHD podcasts	[20 ADHD podcasts](#) https://www.choosingtherapy.com/adhd-podcasts/
Video - TEDTalks about ADHD	[This is what it is really like to live with ADHD by Jessica McCabe](#) [I have ADHD. What is your superpower? By Negar (Nikki) Amini](#) [Why you're wrong about ADHD by Martha Barnar-Rae](#) [ADHD Redefined by Brooke Matson](#)
Video – TedTalks about autism	[What it's really like to have autism by Ethan Lisi](#) [Why everything you know about autism is wrong by Jac den Houting](#) [The world needs all kinds of minds by Tremple Grandin](#)
Video – TedTalks about Dyslexia	[The creative brilliance of dyslexia by Kate Griggs](#) [The secret upside of dyslexia: not a disability but a superpower by Ryan Conlan](#) [The true gifts of a dyslexic mind by Dean Bragonier](#)

Video – TedTalks about Dyscalculaia	My world without numbers by Line Rothmann When things don't add up: Learning with Dyscalculia by Silvie Titterington