

Neurodiversity @ MU

Emily Raclaw, MS, LPC, CRC

Director, On Your Marq – Neurodiversity Support Program

Amy Van Hecke, PhD

Professor and Assistant Chair of Psychology; Autism Initiative; Director of Research, Next Step Clinic



Language Use and Definitions



MARQUETTE
UNIVERSITY

BE THE DIFFERENCE.

Language Use and Definitions

Identity First: “Disabled, Autistic”

- Grammatically correct
- Includes disability as part of a person
- Embraces disability
- Many autistic people prefer identity first language

Person first: “Person with ...”

- Awkward syntax
- Separates disability from person
- Shows a desire to be distant from distant from disability
- Parents and professionals often prefer person first language

Listen or ask the person which they prefer if you need to use terminology

What is Neurodiversity

Neurodiversity

Refers to the virtually infinite neuro-cognitive variability within Earth's human population. It points to the fact that every human has a unique nervous system with a unique combination of abilities and needs.

Neurodivergent

An individual who has a brain that functions in ways that diverge significantly from the dominant societal standards. (Or Neurominority)

Neurotypical

An individual who has a style of neurocognitive functioning that falls within the dominant societal standards. (Or Neuromajority)

NEURODIVERSITY

ER

Developmental

DCD/Dyspraxia

DLD

APD

Dyscalculia

Dyslexia

BRE

ADHD

HI

ASC

Tic disorders

FASD

CFS

JHS

Physical Health

Maths

Humour

Persistence

Empathy

Entrepreneurial

Communicator

Physical skills

Writing

Creativity

Hyperosmia

Systematic

Novel thinking

Organised

Hypersensitive

Analytical

Strengths

Acquired

Migraine

Epilepsy

Huntingtons
Chorea

TBI

CVA

Parkinsons

MND

Dementia

Depression

Anxiety

Mental Health

PTSD

OCD

BPD

PND

ARFID

Schizophrenia



ADHD - Attention Hyperactivity Disorder

APD- Auditory Processing Disorder

ARFID-Avoidant Restrictive Food Intake Disorder

ASC- Autism Spectrum Condition

BRE- Benign Rolandic Epilepsy

BPD- Bipolar Disorder

CFS - Chronic Fatigue Syndrome

JHS - Joint Hypermobility Syndrome

CVA- Cerebral Vascular Accident

DCD - Developmental Coordination Disorder

DLD - Developmental Language Disorder

FASD - Fetal Alcohol Syndrome

HI- Hearing Impairment

OCD- Obsessional Compulsive Disorder

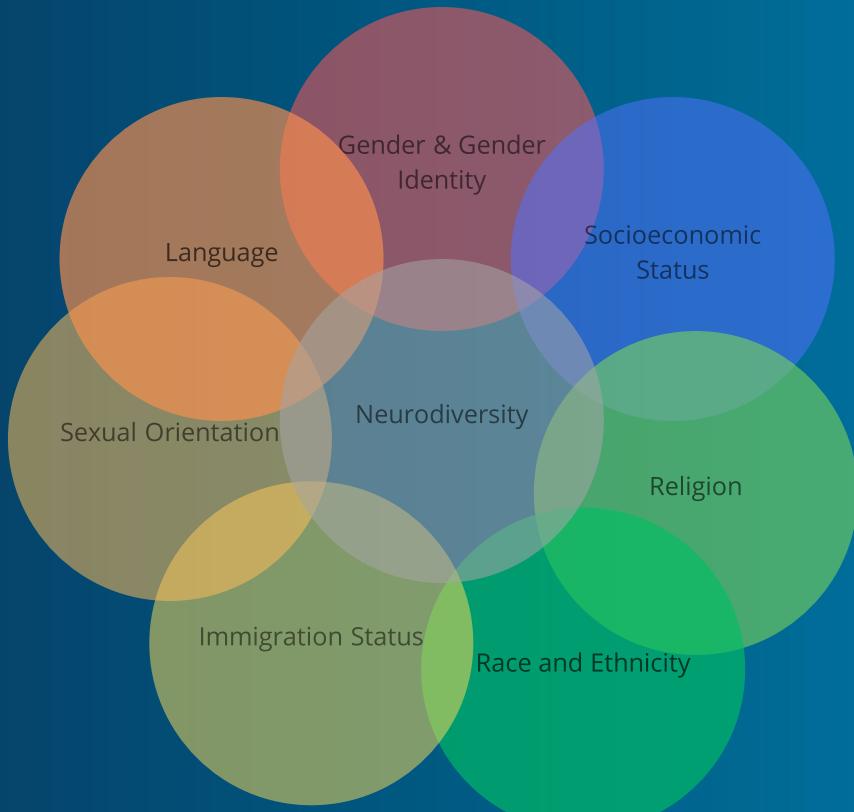
MND- Motor Neurone Disease

PND - Post Natal Depression

PTSD - Post Traumatic Stress Disorder

TBI- Traumatic Brain Injury

VI- Visual impairment



Neurodiversity and Intersectionality

ER



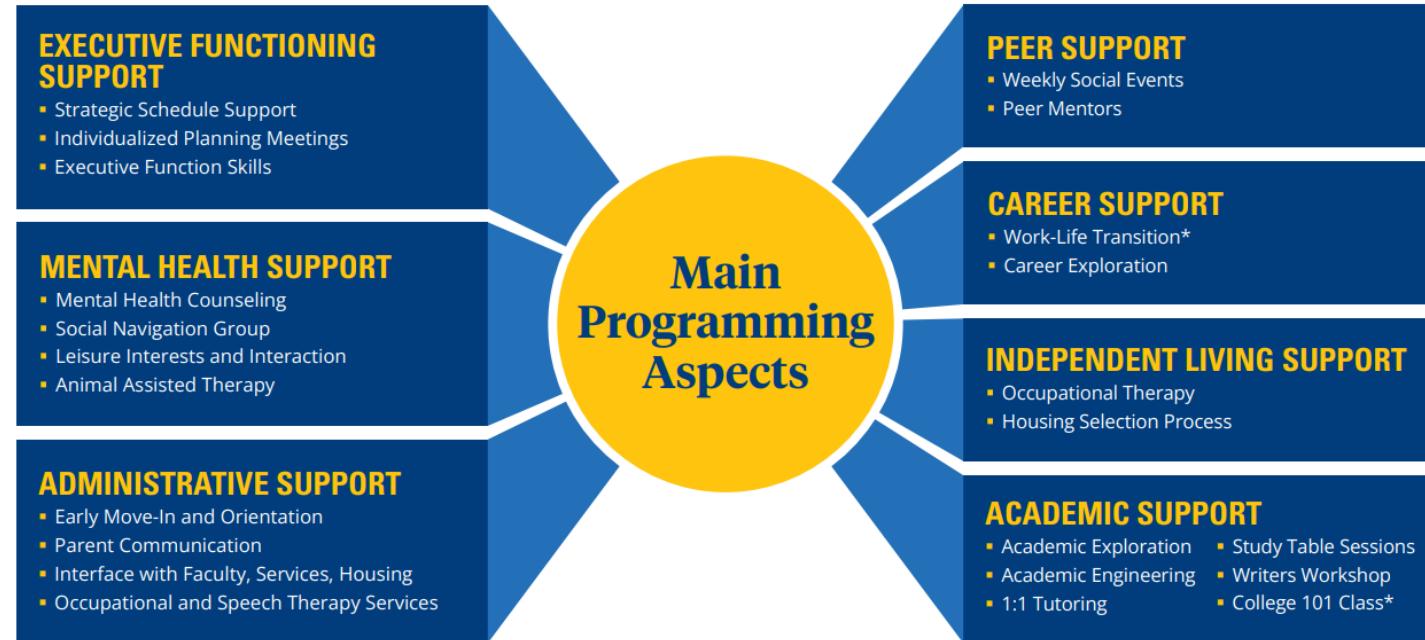
On Your Marq

Neurodiversity Support Program

On Your Marq

NEURODIVERSITY SUPPORT PROGRAM

ER



** Seminar Class*

Student Profile-Who's in On Your Marq?^{ER}

- They are college-ready, degree seeking students, who have gained admission to Marquette University.
- They have a documented diagnosis of autism or other neurodivergent "disorder"
- They may have academic accommodations, but no academic modifications.
- They demonstrate transition-ready skills and the ability to successfully navigate campus independently after instruction.
- They adhere to the Student Code of Conduct and have coping skills to self-regulate during distressing times.

Expectations and Limitations

ER

What We Do:	What We Don't Do:
Provide a supportive network and resources, as necessary.	Provide 24/7 supervision or support.
Help students create structure, schedules, and routines to utilize independently.	Start and end the day with students.
Help students advocate and communicate accommodation needs.	Modify coursework for students or provide a specialized education program.
Triage and support in crises if/when they occur.	Provide intensive 1:1 support in class or in the community.
Help students build awareness and insight into their own needs.	Force students to utilize services. They need to want to engage with OYM.

Is this person Neurodivergent?

How would you know?



MARQUETTE
UNIVERSITY

BE THE DIFFERENCE.

Autistic Communication Styles

- Facial Expressions
- Eye contact
- Conversation patterns in different situations
- Handling/displaying emotions
- Tone of Voice

What Can Go Wrong? Autistic Communication Styles

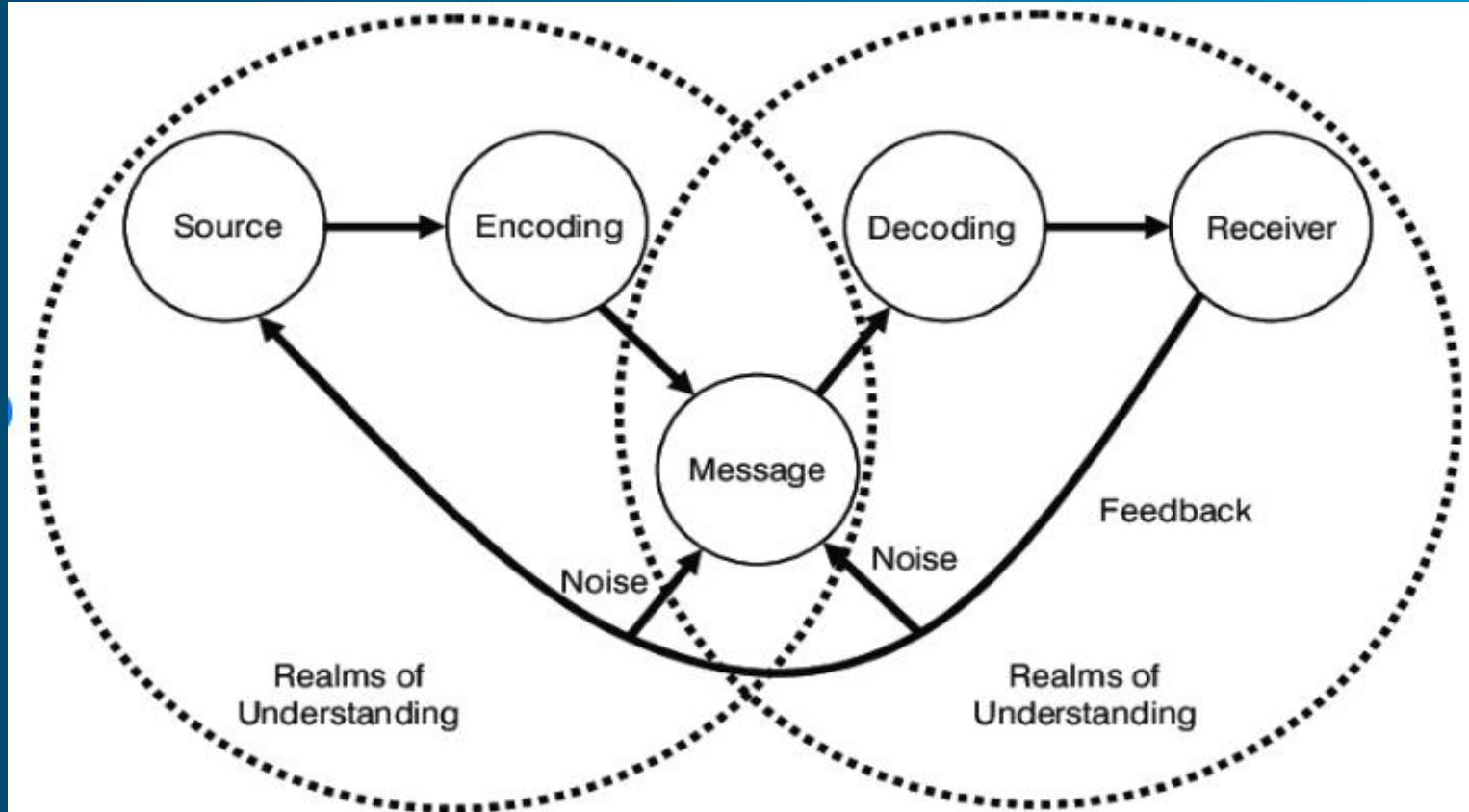
AV

- Notions of: courtesy and manners
- Concepts of: self, time and fairness
- Attitudes toward: work and authority
- Approaches to: decision making and problem solving

Cultural = Flexible

What can go wrong? The Complexity of Communication

ER



STRATEGIES TO SUPPORT NEURODIVERGENT STUDENTS

Using your existing skills effectively



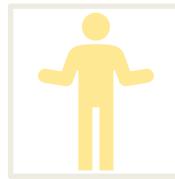
MARQUETTE
UNIVERSITY

BE THE
DIFFERENCE.

Communication Strategies



Be direct



Take time to listen, they may need clarification on what you are saying or may take longer to get their point across or time to process what you just said/asked



Accept minimal eye contact



Remember most people don't want to be perceived negatively

Communication Strategies (cont)

Bring

You can bring them back to focus with gentle reminders like “what were we talking about again?”

Be

Be patient if they speak out of turn or return to topics already discussed

Offer

Offer concise directions or clear choices (ex. Do you want to meet for lunch today or tomorrow?)

Follow

Follow a structure or pattern in the conversation (follow hello, conversation, goodbye)

Make

Make it clear when the conversation is over



MARQUETTE
UNIVERSITY

BE THE
DIFFERENCE.

In the Classroom- the Danger of Assumptions

- Think twice about “annoying” or odd behavior: it could be ASD, which is not a choice
- Don’t single out students who have, or you suspect have, ASD
- Be proactive: provide clear, concrete expectations after class
- Don’t ostracize the student just because they are “different”
- Try to be understanding, yet provide helpful, constructive feedback
- Refer them to supports



Strategies in Classroom- First Day of Class

- Set boundaries and classroom expectations regarding classroom policies
- Provide clear, detailed information (both oral and written) about course structure, assignment and assessment requirements
- Provide clear and concise syllabus with clear deadlines as well as information about how, when and where a student can contact or meet you
- Clearly refer to accommodations statement in syllabus
- Develop a consistent and predictable classroom environment whenever possible



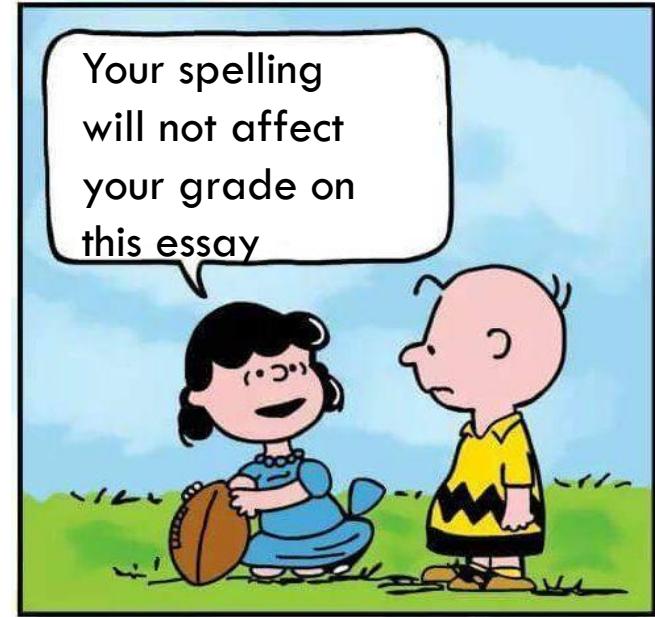
Strategies in Classroom- During Class

- Use clear, unambiguous language (both oral and written)
- For group work, assign and create groups in which student roles are identified
- Maintain a structured teaching style when possible
- Give advance notice of changes in course schedule
- Remind students of important dates throughout the semester
- Remind and prompt students about classroom expectations
- Identify and focus on the student's strengths



Strategies in Classroom

- Clear rubrics/deadlines
- Provide models, exemplars A vs D/F work
- Make hidden expectations visible
- Always share a “why?
- **Model** your thinking and your processes.
- Food for Thought: this is great for all students



Strategies in Classroom- Make Connections

- Help students learn to self-cue/remind of previously covered content or meaningful information
 - “How is this similar to another model you covered? How is it different?”
- Encourage individualized connections with prior knowledge, personal interests, or goals
 - How does this content relate to a student’s post graduation goals? An experience they have shared about?
 - How does this relate to something they already have clear connections to?



Non-negotiable Behaviors

Social "Rules" are Cultural and Flexible- BUT...



MARQUETTE
UNIVERSITY

BE THE DIFFERENCE.

Some Non-Negotiable Behaviors

 Academic Integrity Standards

 Title IX Issues

 Physical Contact without consent

 Verbal Abuse

 Behaviors that are a danger to self or others

Thank You!!

