

Neurodiverse workplace skills

Slide 1:

Welcome to the Neurodiverse Workplace Skills video.

In this video, I will review the six Neurodiverse Workplace skills referred to in the NEWMT curriculum and share a couple tips for developing a classroom that supports their development. Feel free to stop the video at any time to read through definitions, examples, and tips.

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Collaborating happens when two or more people work together to achieve a goal. To support collaboration in the classroom: Assign group roles to students based on their strengths and to build confidence and experience, then provide scaffolds for students to take on new roles. Provide explicit directions or examples of how to disagree, how to make joint decisions, and how to offer support to each other.

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Communicating happens when meaning is exchanged through interaction. We rely on words and nonverbal behaviors to communicate. Some tips for inclusive classroom communication are: Be open to a variety of modes for communication. Don't make assumptions and be patient. It might take several attempts for someone to get their meaning across to a person who uses a different mode of communication.

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Problem solving happens when people seek solutions to difficult or challenging issues. To encourage problem solving: Allow students time to process information and teach strategies for organizing information and ideas. Encourage students to try out different problem solving strategies. Trial and error or taking a break can be productive strategies. Remember that students

who are following someone else's steps or methods are not engaged in problem solving.

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Persevering happens when we continue to try to achieve something despite difficulty or discouragement. To support the development of perseverance: Let students know it's ok to make mistakes or to not find answers quickly. Encourage students to try different methods and do not require that all students follow one (correct/right) way. Give students scaffolds to support their struggle and, most of all, model perseverance for the students.

Slide 6:

Creating happens when we bring something new into existence. We can increase creativity by: Cultivating a learning environment that is open to diverse ideas. Practicing brainstorming. Encouraging students to connect seemingly unconnected concepts to create something new. Not implying that any answer or idea is wrong but, instead, seeking to understand the students' thinking.

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Sensory experience designing refers to the flexible design of learning and working spaces for neurodiverse sensory experiences. Neurodiverse workspaces flow between private and collaborative, quiet and noisy, less and more visually stimulating or movement oriented. Some tips are: Create quiet spaces where mindfulness and sensory activities are always available. Allow flexible options for seating, standing, and moving. Have headphones available for music, sounds, or sound dampening. Incorporate natural light and window coverings. Discourage strong scents and chemicals in main areas. Sensory experience designing is not a typical workplace skill. We have named and defined it for NEWMT in order to support neurodiversity-affirming learning and working environments.

Slide 8:

In NEWMT, the neurodiverse workplace skills support students as they learn computational thinking concepts and prepare for workplace interactions. You will find notations on these workplace skills in each of the lessons in the Introduction to Computational Thinking Kit. Thank you for viewing the Neurodiverse Workplace Skills video.