

## A TOOL FOR REFLECTIVE PRACTICE IN OCCUPATIONAL THERAPY:

### TOWARDS NEUROINCLUSIVE SCHOOLS

Name of occupational therapist:

Date:

**For each statement, rate the extent to which your current practice aligns with what is proposed in *Towards Neuroinclusive Schools*.**

		Not at all	A little bit	A lot	Totally	I don't know
<b>Focus on creating a neuroinclusive school</b>	My focus is on <b>modifying activities and environments</b> to make them more <b>neuroinclusive</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I prioritize <b>change for all</b> , while opening the door to differentiation where necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I promote <b>neurodiversity as an asset</b> , in particular by using and encouraging the use of positive terms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Analyze priority needs</b>	I work on <b>activities or contexts identified as priorities</b> by people in the school to promote the well-being and meaningful participation of neurodivergent students and their peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I encourage <b>soliciting the views</b> of neurodivergent people and families in identifying priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Team and individual coaching</b>	I position myself as a <b>facilitator in the process</b> of creating a neuroinclusive school, not as someone who tells the people in the school what modifications to make.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I work <b>alongside a variety of people</b> involved in the daily lives of neurodivergent students, not just teachers (e.g. educators, families).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I encourage <b>neurodivergent people to get involved</b> in analyzing situations and finding solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>I offer team support</b> to encourage collaboration and mutual aid between people in the school who share the same need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do I want to try to integrate further into my future practice?

What are my ideas and needs to achieve this goal?