

# TOOL FOR THINKING ABOUT YOUR SCHOOL: TOWARDS NEUROINCLUSIVE SCHOOLS

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

Prioritized activity or context: \_\_\_\_\_

Complete this grid to reflect on the ways in which the environment and activity do or do not support the well-being and meaningful participation of neurodivergent students and their peers.

To what extent do you feel that...		Not at all	A little	Somewhat	A lot	I don't know
The social environment	Neurodiversity is celebrated. <i>E.g. Open and respectful discussions about neurodiversity, inclusion of neurodivergent profiles in examples, books that address neurodiversity, different ways of learning and expressing oneself offered (oral, written).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Safe and caring spaces are provided. <i>E.g. Students feel supported and safe; staff take the time to develop a trusting relationship with students and try to understand their perspective.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The physical environment	There is an appropriate amount of sensory stimuli. <i>E.g. Access to a quiet space, few objects on walls, and surfaces, natural light, neutral smells.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Judicious visual support is available. <i>E.g. Visual support for instructions, clarifying steps for a task, visually identifying places to put things away.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spaces are clearly delineated. <i>E.g. directives on the use of space, clearly identified zones, large, divided zones</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School activities	School activities harness strengths and passions. <i>E.g. Strengths and interests integrated into activities, themes of activities in line with interests, activities offering the right challenge (neither too easy nor too difficult), varied extracurricular activities.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A variety of options are available for activities. <i>E.g. Choice of ways to carry out an activity or assessment (e.g. oral or written modality, positions)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	School activities are predictable and structured. <i>E.g. Familiar routines, stability over time, use of a timetable to present the day ahead, changes announced in advance, use of short, simple, concrete explanations.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	School activities include stimulating and restorative activities. <i>e.g. Short physical activity in the classroom, yoga posture, stationary bike, meditative activities.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>