

Butler Community Arts School  
Pathways Bootcamp

# UNDERSTANDING & TEACHING WITH NEURODIVERGENCE IN MIND

**Dr. Becky Marsh**  
Butler University  
Indianapolis, IN



[www.beckymarshmusic.com](http://www.beckymarshmusic.com)

The Big  
Picture

## Introduction

Language (Dis)ability

Neurodivergence

Sensory Processing Disorder

Autism

ADHD

Dyslexia

INTRODUCTION: PRESENTER BACKGROUND

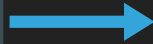


Why this presentation?

Why ME giving this presentation?

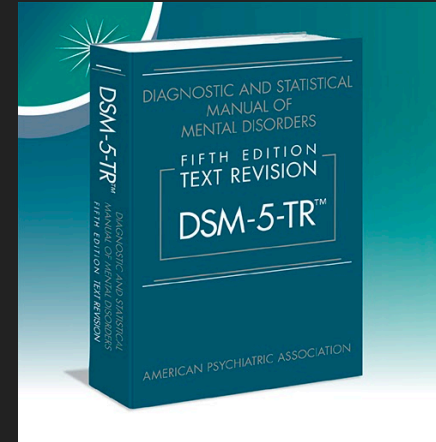
### PERSON-FIRST

- ▶ Person with Autism
- ▶ Person with ADHD
  
- ▶ High-functioning
- ▶ Low-functioning



### IDENTITY-FIRST



- ▶ "Autistic" or Autistic person
- ▶ ADHDer or ADHD person
  
- ▶ Low support need
- ▶ High support need



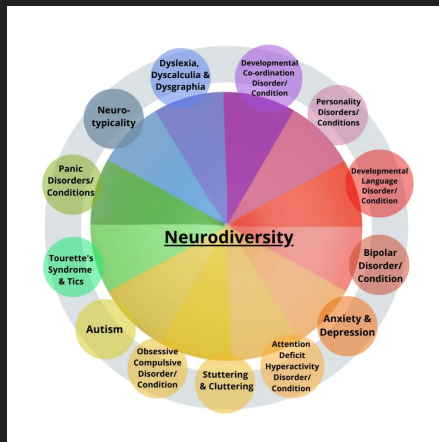
# NEURODIVERGENCE

What is

# NEURODIVERGENCE?

-  (neighbor) 2 minutes
-  (class) 3-5 minutes

## ADHD OVERVIEW



# SENSORY PROCESSING DISORDER

**SPD affects how your brain processes sensory information (stimuli).**

- Things you see, hear, taste, smell, or touch
- Can affect all senses or just one
- People with SPD may be over- or under-responsive to things they have difficulty with

## Sensory Processing Disorder

Categories and Subtypes

### Sensory Modulation Disorder (SMD)

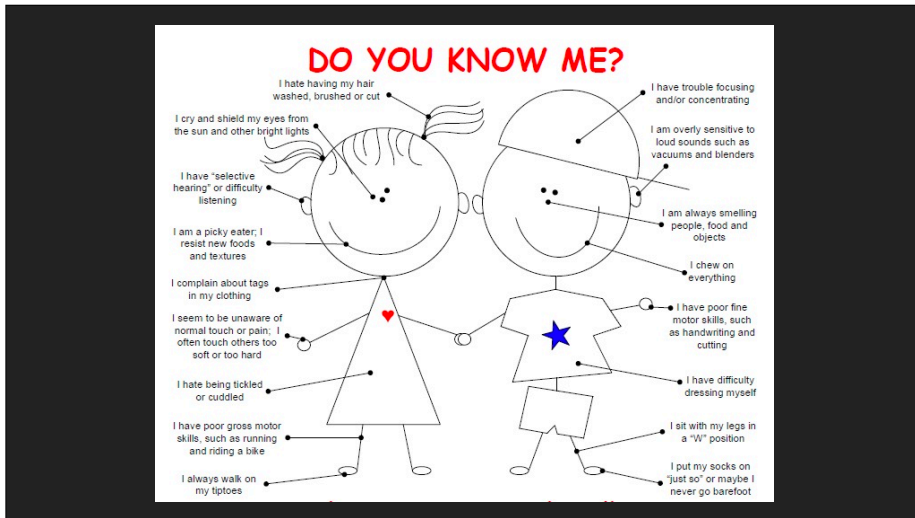
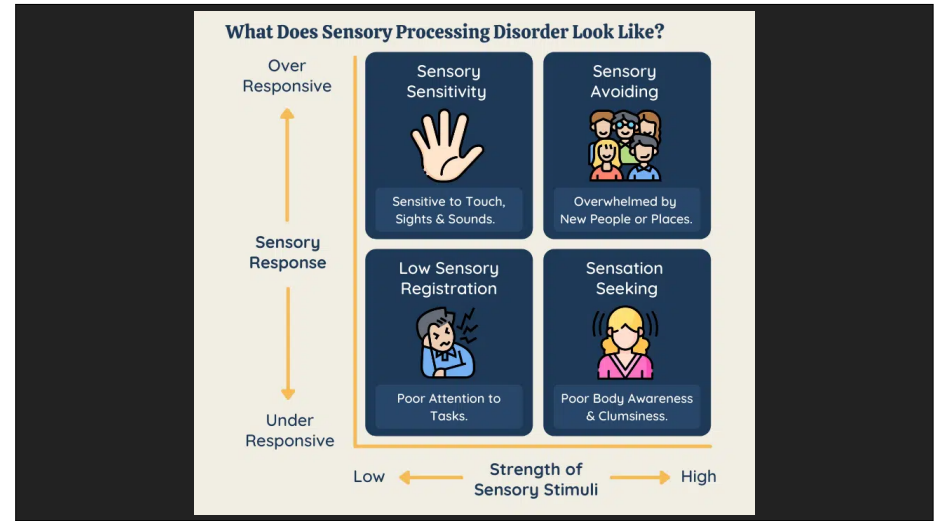
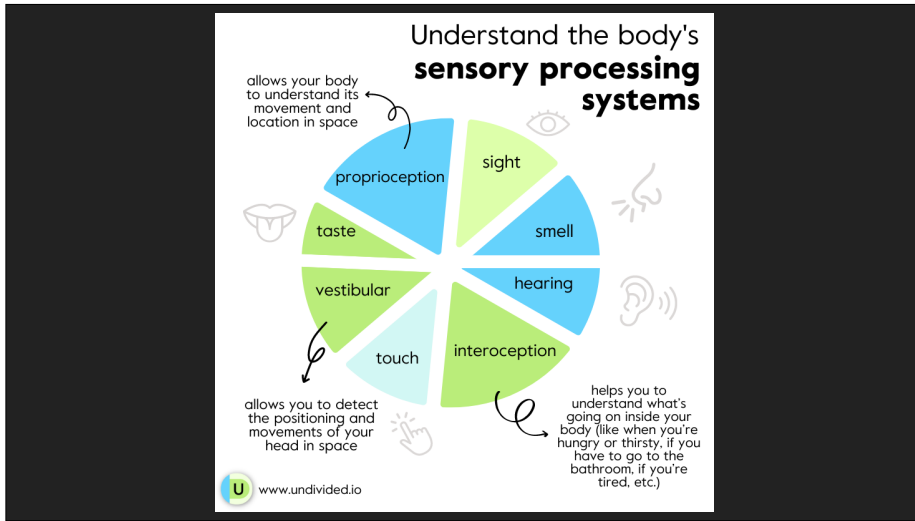
Sensory overresponsivity (SOR)  
Sensory underresponsivity (SUR)  
Sensory seeking/craving (SS)

### Sensory-Based Motor Disorder (SBMD)

Dyspraxia (coordination)  
Postural disorders

### Sensory Discrimination Disorder (SDD)

Visual  
Auditory  
Tactile  
Vestibular  
Proprioception  
Taste  
Smell



# AUTISM

An individual must have perceived deficits in each of the following areas:

- **Social-emotional reciprocity** (back-and-forth conversations; initiate/respond to social interactions)
- **Nonverbal communicative behaviors used for social interactions** (eye contact; body language/gestures)
- **Developing, maintaining, and understanding relationships** (making friends; interest in peers)

## Autism Spectrum

The Autism spectrum is not linear

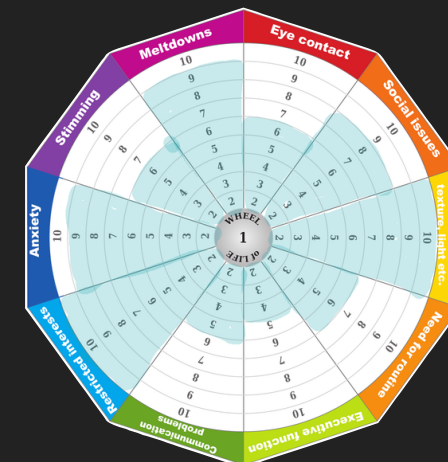
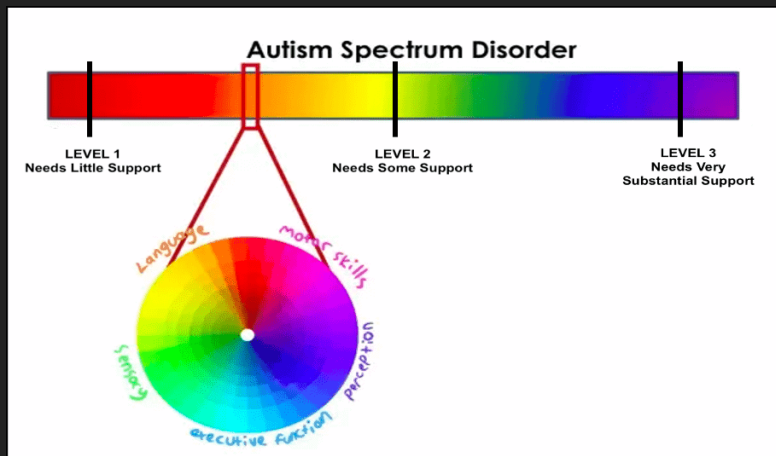
less autistic very autistic

The Autism Spectrum looks more like:

- Social skills
- fixations
- routines
- sensory issues
- stimming
- perception
- executive func.
- other

→ Terms like "high functioning" and "low functioning" are harmful and are not used anymore

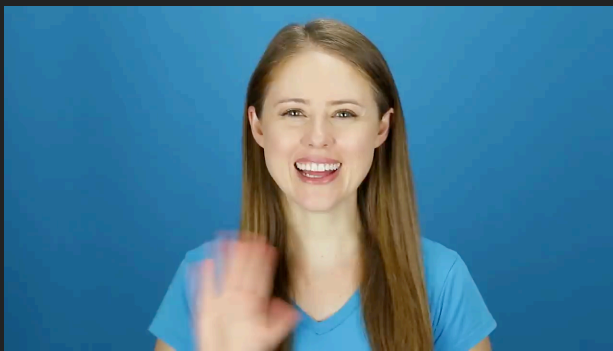
Autism - Sketches



### Executive Function Skills

- **working memory and recall** (holding facts in mind while manipulating information; accessing facts stored in long-term memory)
- activation, arousal, and effort (getting started; **paying attention**; completing work)
- emotion control (tolerating frustration; **thinking before acting or speaking**)
- internalizing language (using **self-talk** to control one's behavior and direct future actions)
- **complex problem solving** (taking an issue apart, analyzing the pieces, reconstituting and organizing them into new ideas)

**A**ttention    **D**eficit    **H**yperactive    **D**isorder



### 3 Types of ADHD

Primarily Hyperactive

Primarily Inattentive

Combination



### Primarily Hyperactive

Talkative

Impulsive Reactions

Fidgety

Restless

Noisy



Struggles to Wait Their Turn

Disruptive

### Primarily Inattentive

Careless Mistakes

Poor Listening Skills

No Follow-Through

Disorganization



Short Attention Span

Forgetfulness

### Combination

Careless Mistakes

Talkative

Impulsive Reactions

Poor Listening Skills

No Follow-Through

Restless

Noisy

Disruptive

Disorganization

Fidgety

Short Attention Span



Struggles to Wait Their Turn

Forgetfulness

So, uh...what do I do?!

Y'all, waiting for the good stuff

BEING PROACTIVE

**Teach Procedures  
& Routines**

**Use Proximity  
& Movement**

**Provide  
Positive Attention**

**Create  
Student-to-Student  
Interactions**

BEING PROACTIVE

**Teach Procedures  
& Routines**

Common Triggers to Misbehaviors

Too noisy, crowded, hot, cold (SPD)

Lack of:

- Structure
- Organization
- Predictability
- Clear schedule

BEING PROACTIVE

Common Triggers to Misbehaviors

Bored/understimulated  
Restless/inactive for too long

**Use Proximity  
& Movement**

BEING PROACTIVE

**Provide  
Positive Attention**

Rejection Sensitive Dysphoria

Alexithymia

Positive/Praise x 4

BEING PROACTIVE

Think-Pair-Share  
SEL (musical, non-musical)  
Peer support tasks

**Create  
Student-to-Student  
Interactions**

THE SPECIFICS

**Challenges for Students**

Shifting attention between tasks  
Time management

**Teacher Strategies**

Transition tasks  
Cues for readiness between tasks  
(involve movement when possible)  
Timers  
(consider visual timers like a radial timer)

THE SPECIFICS

**Challenge for Students**

Not interrupting/blurting

**Teacher Strategies**

Stick notes on music stands/music  
Hand signals (ASL)  
Pair & Share

THE SPECIFICS

**Challenge for Students**

Working Memory

**Teacher Strategies**

Daily schedule/agenda  
Visual aids  
Avoid multi-step instructions  
Repeat expectations a minimum of two times

	Design Multiple Means of Engagement	Design Multiple Means of Representation	Design Multiple Means of Action & Expression
Access	<b>Design Options for Welcoming Interests &amp; Identities</b> (7) <ul style="list-style-type: none"> <li>Optimize choice and autonomy (7.1)</li> <li>Optimize relevance, value, and authenticity (7.2)</li> <li>Nurture joy and play (7.3)</li> <li>Address biases, threats, and distractions (7.4)</li> </ul>	<b>Design Options for Perception</b> (1) <ul style="list-style-type: none"> <li>Support opportunities to customize the display of information (1.1)</li> <li>Support multiple ways to perceive information (1.2)</li> <li>Represent a diversity of perspectives and identities in authentic ways (1.3)</li> </ul>	<b>Design Options for Interaction</b> (4) <ul style="list-style-type: none"> <li>Vary and honor the methods for response, navigation, and movement (4.1)</li> <li>Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)</li> </ul>
Support	<b>Design Options for Sustaining Effort &amp; Persistence</b> (8) <ul style="list-style-type: none"> <li>Clarify the meaning and purpose of goals (8.1)</li> <li>Optimize challenge and support (8.2)</li> <li>Foster collaboration, interdependence, and collective learning (8.3)</li> <li>Foster belonging and community (8.4)</li> <li>Offer action-oriented feedback (8.5)</li> </ul>	<b>Design Options for Language &amp; Symbols</b> (2) <ul style="list-style-type: none"> <li>Clarify vocabulary, symbols, and language structures (2.1)</li> <li>Support decoding of text, mathematical notation, and symbols (2.2)</li> <li>Cultivate understanding and respect across languages and dialects (2.3)</li> <li>Address biases in the use of language and symbols (2.4)</li> <li>Illustrate through multiple media (2.5)</li> </ul>	<b>Design Options for Expression &amp; Communication</b> (5) <ul style="list-style-type: none"> <li>Use multiple media for communication (5.1)</li> <li>Use multiple tools for construction, composition, and creativity (5.2)</li> <li>Build fluencies with graduated support for practice and performance (5.3)</li> <li>Address biases related to modes of expression and communication (5.4)</li> </ul>
Executive Function	<b>Design Options for Emotional Capacity</b> (9) <ul style="list-style-type: none"> <li>Recognize expectations, beliefs, and motivations (9.1)</li> <li>Develop awareness of self and others (9.2)</li> <li>Promote individual and collective reflection (9.3)</li> <li>Cultivate empathy and restorative practices (9.4)</li> </ul>	<b>Design Options for Building Knowledge</b> (3) <ul style="list-style-type: none"> <li>Connect prior knowledge to new learning (3.1)</li> <li>Highlight and explore patterns, critical features, big ideas, and relationships (3.2)</li> <li>Cultivate multiple ways of knowing and making meaning (3.3)</li> <li>Maximize transfer and generalization (3.4)</li> </ul>	<b>Design Options for Strategy Development</b> (6) <ul style="list-style-type: none"> <li>Set meaningful goals (6.1)</li> <li>Anticipate and plan for challenges (6.2)</li> <li>Organize information and resources (6.3)</li> <li>Enhance capacity for monitoring progress (6.4)</li> <li>Challenge exclusionary practices (6.5)</li> </ul>

Questions? Clarifications? Thoughts?

**THANK YOU!**

**Becky Marsh, PhD**  
 Associate Professor of Choral Music Education  
 Butler University  
 Indianapolis, IN

bmarsh1@butler.edu  
[www.beckymarshmusic.com](http://www.beckymarshmusic.com)

Resources for teaching students with dyslexia here, too!