

Promoting Neuro-Inclusivity in the Classroom¹

We all want to be more neuro-inclusive in the classroom, but how can we appropriately signal to neurodivergent students that they are indeed welcome in our class? Faculty who wish to foster a neuro-inclusive environment in their classroom may copy or adapt this language on their syllabus² or other course materials.

Neuro-inclusivity:

I recognize that students may have neurodivergent characteristics without an accompanying clinical diagnosis. This is a neuro-inclusive classroom: neurodiversity is valued and neurodivergent people are respected and included. If you identify as neurodivergent, and would like to talk to me about it, you are welcome to do so. Please communicate with me so that I can do my best to support your learning. If you need tips for communicating your needs, please visit <https://www.mines.edu/diversity/neurodiversity/>.

In this laboratory, you may periodically experience loud noises or pungent odors. If you experience sensory sensitivities, please consider disclosing this in advance.

In this class, oral participation is important for learning. If you experience communication differences that impede your learning, please reach out. I may be able to support your participation through a different approach or other modality.

In this class, group work is common and important for learning. If you experience social differences that impede your learning, please reach out. I may be able to support your need for a more independent learning mode.

¹ Written by Susan Reynolds, serving as 2023 DI&A Fellow for the Neurodiversity@Mines project

² Please note that these suggestions are complementary to other sections of the Mines syllabus template:

Diversity and Inclusion:

At Colorado School of Mines, we understand that a diverse and inclusive learning environment inspires creativity and innovation, which are essential to the engineering process. We also know that in order to address current and emerging national and global challenges, it is important to learn with and from people who have different backgrounds, thoughts, and experiences.

Our students represent every state in the nation and more than 90 countries around the world, and we continue to make progress in the areas of diversity and inclusion by providing Diversity and Inclusion programs and services to support these efforts.

Disability Support Services:

The Colorado School of Mines is committed to ensuring the full participation of all students in its programs, including students with disabilities. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. Students with disabilities may also wish to contact Disability Support Services (DSS) to discuss options to removing barriers in this course, including how to register and request official accommodations. Please visit their website for contact and additional information. If you have already been approved for accommodations through DSS, please meet with me at your earliest convenience so we can discuss your needs in this course.