University of the Built Environment
EST. 1919

“Informing Inclusive Design Through Neurodivergent Perspectives and Lived Experience”

Priti Lodhia

Dr James Ritson





When we talk about inclusive teaching, how often do we hear directly from the people we're trying to include?

EDI Communities of Practice Session

- Panel discussion with scenarios –

  “I’d like you to complete a short writing task now. Please write a summary of the key points from your understanding.”

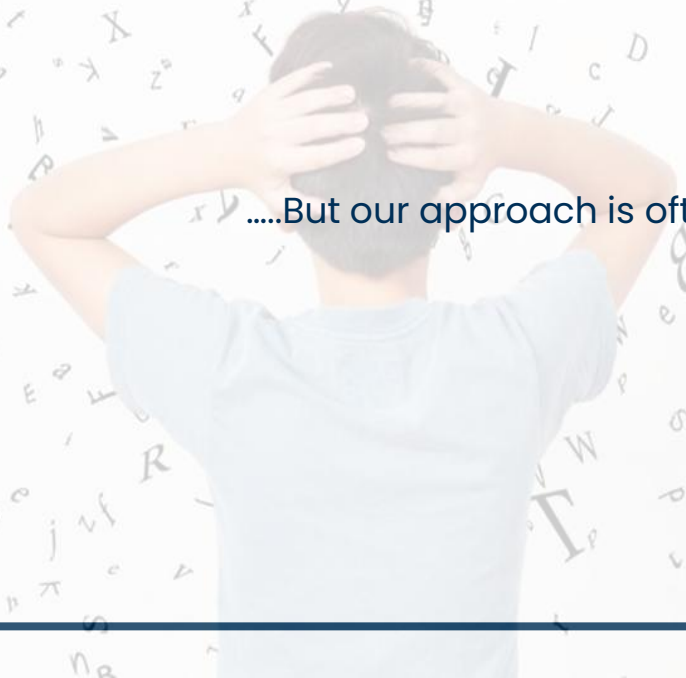
  “Read the chapter, it will take no more than ten minutes.”

- Group discussion:
  - Reflect on panel discussion
  - Consider what they have learned
  - Changes that could be made to individual practice or university provision.

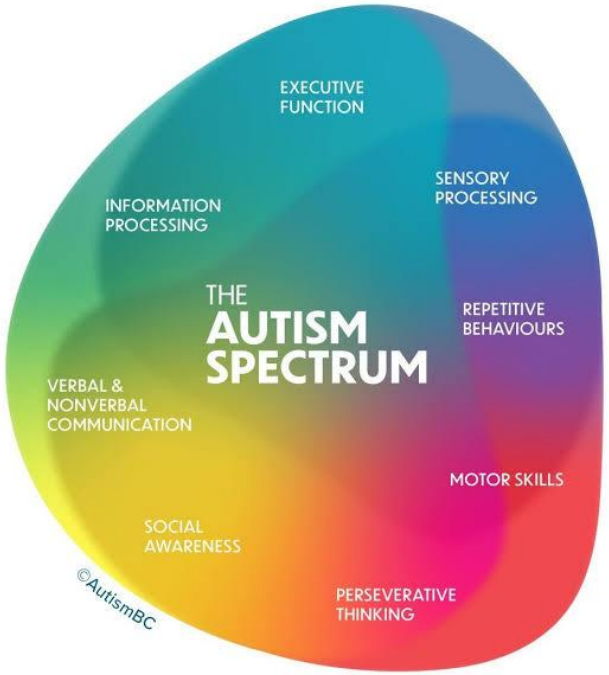
Lived Experience

Neurodiversity is Diverse

- Everyones lived experience of neurodiversity is different
- Neurodiversity is a spectrum not a speedometer



.....But our approach is often the same



Dyslexia Lived Experience

How dyslexia CAN affect people

- **Reading and comprehension**
- **Writing and spelling**
- **Note-taking and processing information**
- **Working memory and sequencing**
- **Time management and organisation**
- **Confidence and anxiety**



Learning difference:

DYSLEXIA

What is it?

Dyslexia is a specific learning difficulty which primarily affects reading and writing skills. However, it does not only affect these skills. Dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills. (British Dyslexia Association).

What are some of the main learning challenges?

Reading and comprehension
- Slow reading speed and fatigue when processing dense academic texts.
- Difficulty scanning or locating key information in long texts.

Writing and spelling
- Struggles with spelling accuracy, grammar, and sentence structure.
- Organising ideas into a clear, linear written argument can be challenging

Note-taking and processi
- Difficulty taking notes while li
- Trouble keeping up in fast-p

Working memory and seq
- Harder to retain multi-step ir
- Can lose track of where they

Time management and or
- Challenges with planning, pr when these are multiple or c

Confidence and anxiety
- Fear of being judged for spel
- Past negative experiences c

Good practice

Use accessible formatting – you can also signpost to the Brickfields accessibility feature on the VLE where students can select font/line spacing/etc.

Chunk information – by breaking text into short paragraphs, with bullet points and clear headings you are providing information that is more accessible to process.

Use a variety of media to present information – by providing information in different formats you are supporting learners who process information easier in visual or audio format.

Provide summaries and key points – this supports learners who find it challenging to process information, or those with challenges to working memory.

Give clear, written instructions – Reinforce spoken directions with a short written summary, or direct students to where they can find written instructions on the VLE.

Repeat and rephrase key information – Reinforcement aids retention, and is particularly supportive for students with challenges to working memory.

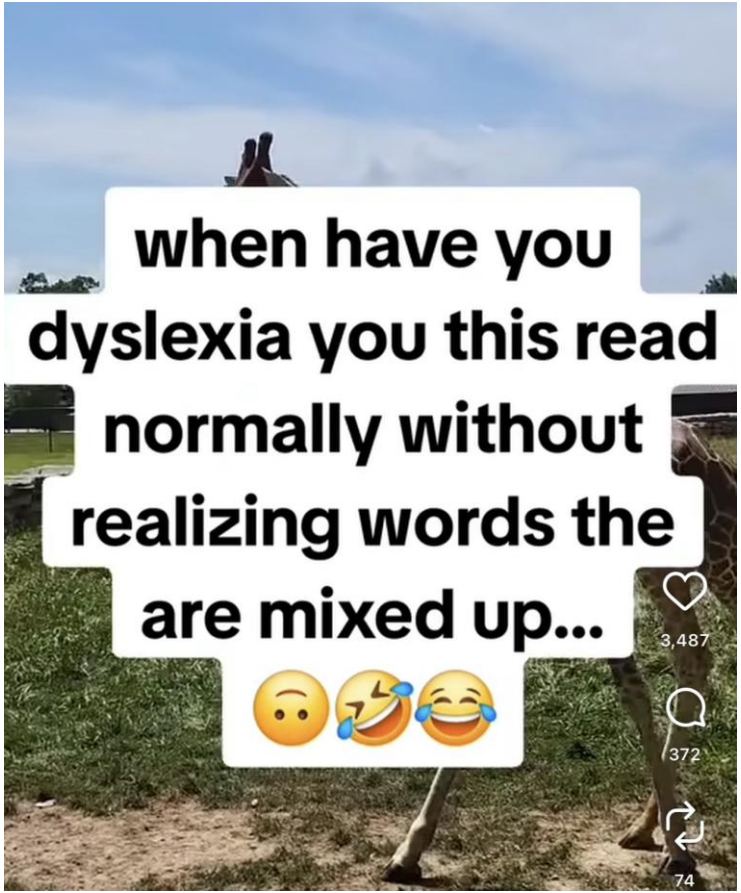
Possible ASP recommendations

- + 14 day extensions.
- No penalties for spelling, punctuation and grammar.
- 25% extra time in CMAs.
- Information about Mitigating Circumstances – for students to use if they are unable to engage in an assessment due to an unexpected event.

FIND OUT MORE:

British Dyslexia Association
Higher Education - British Dyslexia Association
My Dyslexia Story: Hannah Davies - British Dyslexia Association
Dyslexia at university | Dyslexia UK

http://geon.github.io/programming/2016/03/03/dsxyliea



ADHD Lived experience

How ADHD *CAN* affect people

- **Time management and organisation**
- **Sustained attention / hyperfocus**
- **Working memory limitations**
- **Reading and Writing challenges**
- **Test-taking and exam anxiety**
- **Emotional regulation and stress**
- **Social and communication issues**



ADHD & Dyslexia Lived experience



How would you support me?

How these affect me.

My solutions…

Personalised Response

UBE approach

Personalised approach –Creating an Additional Support Plan (ASP) for disabled students, which reflect their reasonable adjustments, and adaptations to teaching, learning, and assessment arrangements as well as strategies for self-management of any learning needs.
Adaptable resources & range of resource types
Academic tutors available to all students
Advising teaching staff on reasonable adjustments
Advising students on applying for funding through Disabled Students Allowances and other funding streams.
Supporting with mitigating circumstances
Liaising with other teams within the University right support for wellbeing, finance, and study need
Shared learning

Feedback from the session

- "It was really useful to hear the experiences of our staff, and their lived experiences and the panel worked well to bring this to life. It really highlighted their challenges and demonstrated how, even the small things we can all do, can make a big difference in assisting disabled students but also in assisting all students and staff. I shall take this knowledge forward within in my role developing and delivering training sessions for staff and in my general communications. Being mindful about how we communicate is helpful for all."



autism&uni

University of the Built Environment
EST. 1919

Search



Information and Advice

University of the Built Environment
EST. 1919

Our Services



Student Stories



Professional Interviews

Careers Support



The London School of Architectur

https://ube.autism-uni.org

Top