***Objective****: To create an inclusive learning environment that accommodates the diverse needs of neurodiverse students and promotes their academic success in your course.*

**Course Name/Title:**

**Instructor:**

**Semester/year:**

**Section A. Classroom Environment**

**A1) Physical Space**

*If applicable, describe how the physical classroom space will be optimized for learning by minimizing sensory distractions (e.g., excessive noise, bright lights) and providing seating options that accommodate different sensory needs (e.g., quiet corner, adjustable seating).*

**A2) Visual Supports**

*Specify how visual supports (e.g., visual schedules, visual aids) will be used to enhance understanding and support neurodiverse learners.*

**Section B. Instructional Materials**

**B1) Multiple Formats**

*Describe how instructional materials will be provided in multiple formats (e.g., printed handouts, digital texts, audio recordings) to accommodate diverse learning preferences and sensory sensitivities.*

**B2) Visual Supports**

*Describe how visual supports (e.g., diagrams, infographics) and multimedia resources (e.g., videos, interactive simulations) will be used to supplement verbal instructions and enhance comprehension.*

**Section C. Assessment Strategies**

**C1) Flexible Assignments**

*Describe how assessment options will be flexible to accommodate diverse learning needs, considering not only formalized SDS accommodations (e.g., extended time) but also alternative formats that could align with student strengths (e.g., written essays, oral presentations, creative projects). Consider whether alternative testing formats (e.g., untimed exams, open-book exams) are an option in your course to reduce stress and support students who need extra time to process information.*

**C2) Feedback & Support**

*Explain how timely feedback and support will be provided to promote their success in assessments. Consider opportunities to provide feedback in multiple formats (e.g., written comments, verbal feedback, video aids, audio recordings) to accommodate diverse learning preferences and communication styles.*

**Section D. Classroom Interaction**

**D1) Inclusive Participation**

*Describe how classroom interaction will be encouraged and facilitated to ensure the participation and engagement of all students, including neurodiverse learners.*

**D2) Peer Collaboration**

*Specify how peer collaboration and peer support will be encouraged to foster a supportive and inclusive classroom culture.*

**Section E. Accommodations & Support Services**

**E1) Accessibility Services**

*Describe where and when you will remind students who they can access accommodations and support services available on campus (e.g., disability services, tutoring, counseling). Ensure that you provide information and referrals to these supports on campus that include tutoring, counseling, study skills workshops, etc.*

**E2) Communication Channels**

*Provide information on how students can communicate their needs and preferences to you as their instructor and access additional support as needed throughout the course.*

**Section F. Self-Advocacy & Disclosure**

**F1) Encouraging Self-Advocacy**

*Describe how students will be encouraged to communicate openly about their needs and preferences and advocate for themselves in the classroom.*

**F2) Respecting Privacy**

*Describe how you as the instructor will respect the privacy and autonomy of neurodiverse students in deciding whether to disclose their neurodiversity.*

**Section G. Evaluation & Revision**

**G1) Feedback Mechanisms**

*Describe how feedback will be solicited from students throughout the semester to assess the effectiveness of your chosen strategies outlined in this plan.*

**G2) Continuous Improvement**

*Describe how you will reflect on successes and challenges encountered and make adjustments to the teaching plan as needed for future iterations of the course.*