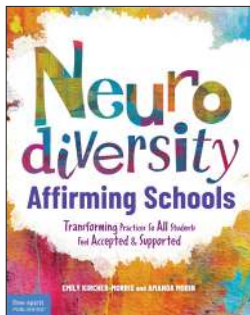


The Neurodiversity-Affirming Teachers' Compact of Shared Beliefs

1. **We believe difference is different, not less.** Every learner has unique strengths, challenges, and experiences. Those differences make our classrooms stronger and more diverse. We try our best to understand, accept, and value all learners' unique neurological wiring.
2. **We believe all students learn differently.** Not all students will gain and retain knowledge in the same way. It is our responsibility as teachers not only to try to meet and understand the needs of all our students but also to provide information in multiple ways to meet those needs.
3. **We believe in showing respect to all students.** Every learner deserves to be respected and feel a sense of belonging in the classroom. We show respect to all students and protect them from harassment, bullying, and discrimination based on their neurodivergence. This includes understanding that behavior is not personally directed and may be a form of communication or a coping mechanism.
4. **We believe all students deserve accommodation and differentiation.** Regardless of whether a neurodivergent student has a specialized learning plan, we will design instruction and provide accommodations and support that can help them make progress. When appropriate and possible, we will advocate for a "push-in" model, so that neurodivergent students don't have to leave the classroom for services like occupational therapy or reading instruction.
5. **We believe all students should have agency.** All learners deserve to make and express choices about how they wish to interact in learning and social settings. Whenever possible, we will allow all students to select their preferred method of learning and engagement and decide on their participation in social activities to support their right to agency and autonomy.
6. **We believe in honoring advocacy.** Every neurodivergent learner has the right to understand and speak up for their unique needs. It is our responsibility to educate ourselves about the types of things our students may self-advocate for and understand what this may look or sound like. When our students self-advocate, we will remain open to hearing them express their need and to honor and accommodate those needs as much as it is in our power to do so.
7. **We believe all students can—and should—participate.** All learners are capable of actively participating in decisions that affect their education. We encourage and will support neurodivergent students in participating in the classroom, IEP or 504 meetings, accommodations discussions, and other relevant situations.
8. **We believe in holding all students to high expectations.** All students' learning goals should be based on the expectation that they will be able to meet the academic standards set out by the school and state. It is our responsibility to provide or seek out support in providing differentiated instruction so that neurodivergent students can meet those standards and learn the same materials and content as the rest of the class.



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