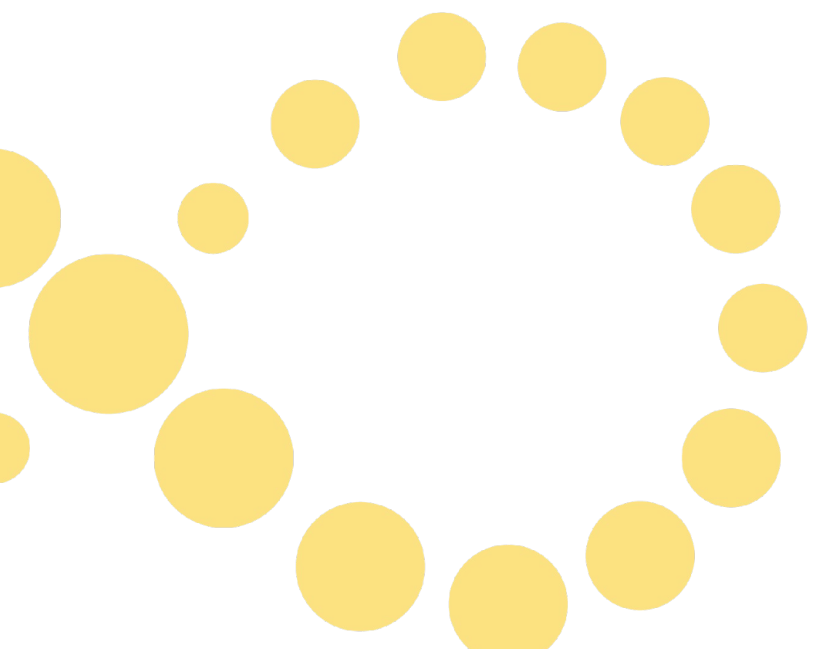




Creating a Neuro-Inclusive and Welcoming Campus Environment: Best Practices for Student Affairs Professionals





Introduction of Speakers

Chiara Latimer, MFT, is Co-Director of the Center for Neurodiversity and Program Coordinator of the Autism PATH Program at Rowan University. She has dedicated 11 years of her career to supporting neurodivergent students in clinical and educational settings. She is also an adjunct professor with a focus on career readiness and education employers, Chiara continues to promote the importance of empathy and inclusion in higher education and the workplace.

John Woodruff, is MS Health Education, is Senior Director of Accessibility Services and Co-Director of the Center for Neurodiversity at Rowan University. He coordinates campus services for students with disabilities and manages transitions for students entering college. Woodruff is co-author of two books including *Creating Inclusive Library Environments*; and *College Success for Students on the Autism Spectrum: A Neurodiversity Perspective*. John's professional career reflects over 41 years of education, training and administration of programs for persons with disabilities.



Learning Outcomes

- Understanding the definition of Neurodiversity and the importance of developing inclusive practices to best support neurodivergent students and employees within the campus environment.
- Learn about the importance of collaborating with key campus allies and stakeholders, including the voices of neurodivergent students, staff, and employees in the development of inclusive programming and initiatives.
- Develop strategies to support a more welcoming and neuro-inclusive campus community.

Center for Neurodiversity

- The Center for Neurodiversity was established in October 2021 as a result of the work of the Neurodiversity Taskforce, a task force comprised of neurodiverse faculty, staff, students and community partners.
- Neurodiversity, simply put, is recognizing brain differences as natural human variation and as valuable. Foundational to the work of the Center for Neurodiversity are shared tenets of neurodiversity culture:
 - valuing neurological differences as diversity and as one of many aspects of identity,
 - Recognizing that a variety of minds benefits society,
 - viewing neurodivergence from a strength perspective, and
 - centering our focus on disability rights, as neurodiversity and disability co-exist.



PATH

Your Journey Starts Here



PATH Program

Supporting neurodivergent Rowan University students and alumni into meaningful employment opportunities.

Why is it important to be aware of non apparent disabilities?

- According to the Mayo Clinic, as many as 75% of students who struggle with depression and anxiety are reluctant to seek help. This increases the risk of harmful outcomes, such as dropping out of college, poor academic performance, and substance abuse.
- Up to 44% of college students reported having symptoms of depression and anxiety.
- A recent study found that 1 in 3 college students experiences significant depression and anxiety.

<https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/college-students-and-depression>



Rowan University

ORIENTATION

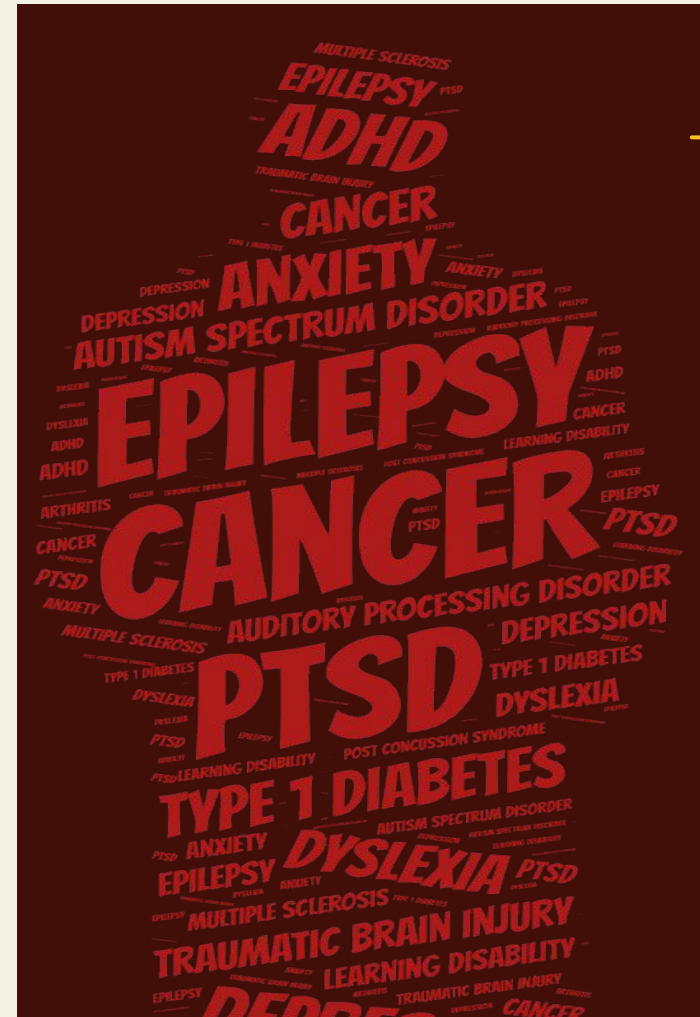
What is a Non-apparent Disability?

- Any disability that is not immediately apparent
 - Individuals with hidden disabilities...
 - May or may not know that they have a disability
- May not regard themselves as having a disability
 - May or may not know what they need
 - May be unable to articulate what they need

NOT EVERY DISABILITY IS VISIBLE

Non- apparent Disabilities

- ADHD
- Anxiety
- Autism Spectrum
- Cancer
- Depression /Anxiety
- Diabetes
- Epilepsy
- Learning Disability
- PTSD



Place Yourself Poll



We often have to recognize our identity and personal level of understanding when learning new information.

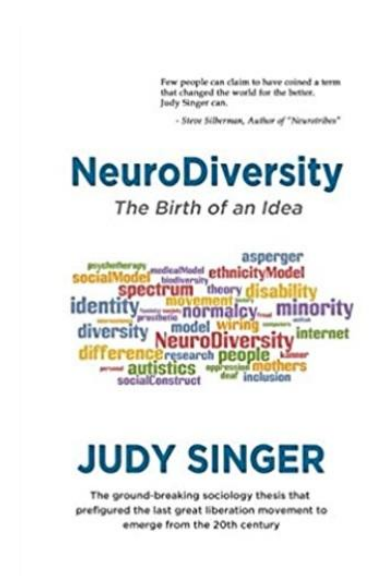


History of Neurodiversity

“For me the key significance of the ‘Autistic Spectrum’ lies in its call for and anticipation of a politics of ‘Neurological Diversity’ or ‘Neurodiversity’” (Singer, 1998, p.64).



[Judy Singer](#), Autistic Self Advocate who coined the term neurodiversity.



[Image Source](#)



What is Neurodiversity?

“For many autistic people, neurodiversity is viewed as a variation of human wiring, rather than a disease. As such, neurodiversity activists reject the idea that autism should be cured, advocating instead for celebrating autistic forms of communication and self-expression, and for promoting support systems that allow autistic people to live as autistic people.”

-National Symposium on Neurodiversity at Syracuse University

Neurodiversity Definition

Often, barriers in society is the biggest problem





Initial reactions



It is estimated that 15-20% of the world's population exhibits a form of neurodivergence.

(NCI, 2022)



Terminology

- Neurocognitive Functioning
- Perceived Social Norms
- Neurotypical vs. Neurodivergent

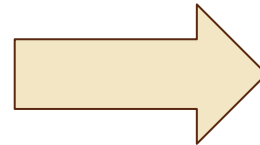




From Stigma to Acceptance

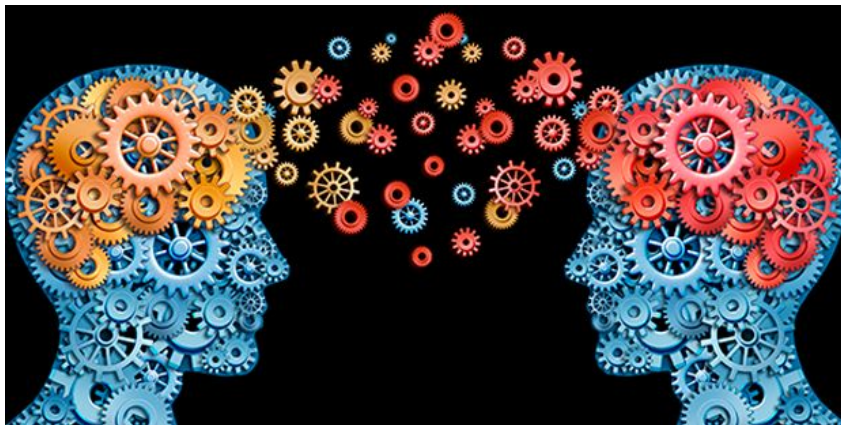
The Medical Model

- “Normal” vs. “abnormal”
- Medical or behavioral intervention
- Values neurodiversity only when it aligns with social norms or appears to be “inspirational”



The Neurodiversity Paradigm

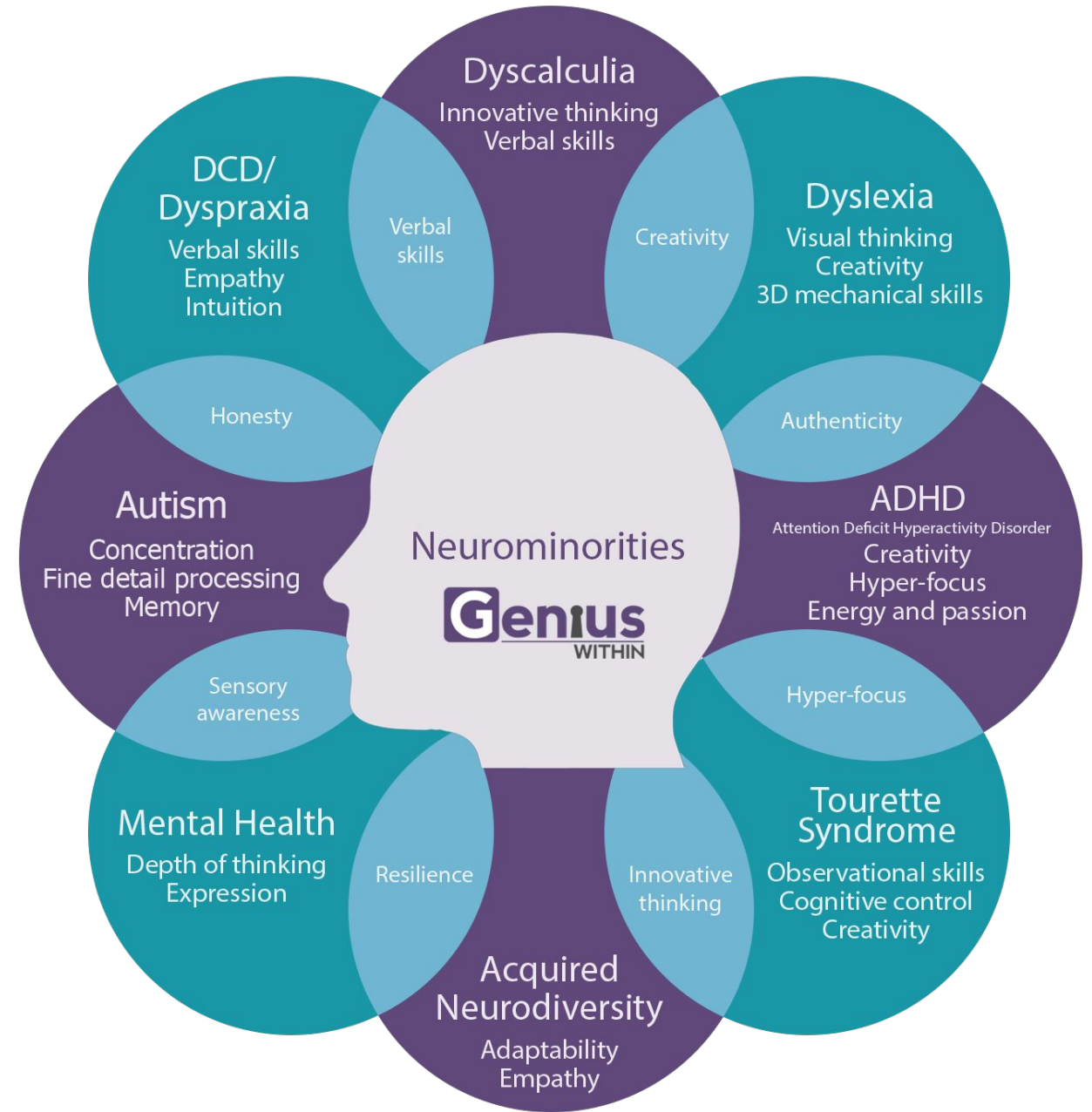
- Neurodiversity is normal and valuable
- Moves away from individual deficit model
- Neurotypical policies, systems, and procedures create inequity
- Policy adjustments, accommodations, acceptance, and recognition can help people thrive





The Neurodivergence Umbrella

- Autism spectrum disorder (ASD)
- ADHD
- Tourette syndrome
- Dyslexia
- Dyscalculia
- Dyspraxia
- Traumatic brain injury
- Physical disabilities that cause cognitive differences
- Mental health conditions
- Learning differences





Neurological Curb Cuts



-Zosia Zaks

(Rowan University Autism Spectrum Symposium keynote, 2019)

Neurodiversity Club



- A student club celebrating neurodiversity on campus
- A supportive community of peers advocating for those in the neurodivergent community
- For more information go to:

<https://sites.rowan.edu/neurodiversity/student-neurodiversity-club.html>

TAKE A BREAK





Scenarios You Will Encounter:

- 1) Space Invader
- 2) Boundaries/Privacy/Social Cues
- 3) Cleanliness/Hygiene
- 4) Vulnerable to bullying
- 5) Social interactions (group chat), floor meetings, 1 on 1 with RA/CA
- 6) Language matters
- 7) Mirroring behavior of others



Breakout Activity



Campus Scenarios:

- A student in the Student Center is seen banging his head against the wall in frustration.
- A student with headphones enters Student Center and bumps into students waiting in line tickets to Broadway show. Student is singing to the music on his headphones and oblivious to the disturbance he is causing in the building.
- A student is talked into making an ATM withdrawal of \$100.00 on the way to the Landmark with alleged friends.
- A student is talked into making an ATM withdrawal of \$50.00 for a magazine subscription to send to veterans overseas. Student never received a receipt and refuses to identify student.



Residential Scenario:

Your resident approaches you concerning their roommate's well-being. Their roommate identifies as neurodivergent and discloses they have anxiety and have been struggling with their academics.

How would you handle this conversation?



Residential Scenario 2

One of your residents comes to you concerned about their roommate's hygiene. The roommate that they are concerned about identifies as neurodivergent.

How do you address this?



Residential Scenario 3

One of your residents comes to you complaining about how their roommate does not knock before they enter their room. The individual feels as if the student is invading their privacy. You learn that the student who is entering the room without knocking is on the autism spectrum.

How do you address it?



Examples: Inclusive Campus Collaborations

College Prep Transition Series

- ❑ Student panel - lived experiences having a disability and the transition to college

Flying First First-Generation Symposium

- ❑ Student panel of first-gen students with disabilities

Student Title IX Summit

- ❑ Best Practices Supporting Neurodivergent Students and Title IX

Access and Inclusion Week

- ❑ Dr. Judy Heumann / College of Education
- ❑ Swim Team documentary / Rowan Athletics

Campus Event Recommendations

Rowan Center for Neurodiversity

- ❑ Student Neurodiversity Club

Host a book club by a neurodivergent author

- ❑ We're Not Broken
- ❑ Black, Brilliant and Dyslexic
- ❑ NeuroTribes

Host a talk by a neurodivergent speaker during Neurodiversity Inclusion Month (April)

Host an event with a panel of neurodivergent students, faculty and staff

- ❑ Accessibility Services
- ❑ Autism PATH

Form a Neurodiversity Advisory Council comprised of members of the community.

Consider a collaboration with Shreiber Family Pet Therapy Program at Rowan University

- **PAWS for a Break" De-stress visits**
 - Stressed about college life? Take a "paws" from your schedule to spend time with our furry therapy dogs!
- **Therapy dog visits at Rowan College of Burlington County (RCBC) in Mt. Laurel**

Michele Pich, M.A., M.S.
Assistant Director, *Shreiber Family Pet Therapy*
Adjunct Professor, *Law & Justice Studies*
Research Associate, *College of Humanities and Social Sciences*
Rowan University
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Center for Neurodiversity: Neuro-Inclusive Meetings

Rowan University's
Center for Neurodiversity is providing



Center for Neurodiversity: Programming: Include ND Voices



NEURODIVERSITY AND Advocacy in Education:

A Virtual Talk with
Bridgette Hamstead

Bridgette Hamstead, MS, is a neurodiversity consultant, educator, and advocate who champions the celebration, support, and inclusion of neurodivergent individuals. With her own experiences as an Autistic and ADHD individual and a parent to neurodivergent children, Bridgette understands the challenges of navigating an often neurotypical-centric world, while also recognizing the resilience and strength within the neurodiverse community. She is the founding director of Fish in a Tree, a pioneering non-profit neurodiversity community center in the US. Bridgette envisions a neuro-inclusive society where the unique perspectives and strengths of neurodivergent individuals are honored and embraced.

Thursday, May 2nd, 2024
6:00pm to 7:00pm



[Access Zoom
Link Scan
Here:](#)

Sponsored by the [Center for Neurodiversity](#), a cultural center within Rowan University's Division of Diversity, Equity and Inclusion (DEI).

What does the Center for Neurodiversity do?

- Situates neurodiversity in DEI initiatives recognizing that all aspects of human diversity are natural and valuable (disability, race, ethnicity, gender identity, sexuality, etc.), and
- Provides programming, community engagement and research that value and prioritize neurodiversity culture.

For more information, contact neurodiversity@rowan.edu



Rowan University's Center for Neurodiversity presents:

Creating a Neuro-Inclusive Workplace Certificate Program

The Division of Diversity, Equity and Inclusion (DEI) and the Center for Neurodiversity at Rowan University proudly present the virtual Creating a Neuro-Inclusive Workplace Certificate Program. This is an external professional development opportunity for those interested in developing inclusive organizational and workplace environments. This certificate program is designed for external participants and is an excellent enhancement to your personal and professional development.

WHO SHOULD TAKE THE COURSE?

- Business leaders
- Entrepreneurs
- Non-profit leaders and employees
- P - 20 Educators & Administrators/Higher Education
- Board of Education Members
- Community Leaders
- Organizational Leaders

Registration is now open!

Please scan the QR code to register for the certificate:



<https://shop.rowan.edu/store/events/listing/s/64537>

WHAT TO EXPECT?

- **Synchronous (live)** - scheduled sessions with the course instructor (5.5 hours total)
- **Asynchronous (on your own)** - weekly readings, videos, and completion of activities (approximately 1 hour per week)
- **Culminating project** - complete a project in which you will identify a barrier to inclusive practices in your workplace or organization and co-create to remedy the problem throughout the course.

Interested in onsite sessions for your company?
Please email us at neurodiversity@rowan.edu.

856-256-3790

neurodiversity@rowan.edu



Rowan University

CENTER FOR NEURODIVERSITY

Open House:

October 7th 12pm-4pm
Laurel Hall Rooms 111-120



Visit <https://sites.rowan.edu/neurodiversity/>
for more information!

- Come learn about the Center for Neurodiversity through games, food, and fun!
- Opportunity to meet faculty, staff, and other students!



Increase Your Understanding

We will review ways to increase your understanding of neurodiversity.

#1 Enroll in the IPP certificate

Inclusive Pedagogy and Practices Certificate

- Modules on Neurodiversity, Inclusive Campus and Universal Design.
- An opportunity to collaborate with colleagues on developing a proposal specific to an inclusive campus practice.

Structure of Professional Development Certificates



About the Certificates

KEY ELEMENTS OF THE PROGRAMS	INCLUSIVE PEDAGOGIES AND PRACTICES CERTIFICATE		CREATING A NEURO-INCLUSIVE WORKPLACE CERTIFICATE
Synchronous (5 hours) & Asynchronous activities (5 modules)	✓		✓
Culminating project: identify a barrier & co-create actionable remedy	✓		✓
Certificate of Completion & CEUs	✓		✓
TOPICS	PEDAGOGIES TRACK	PRACTICE TRACK	
Intro to Disability and Neurodiversity	✓	✓	✓
Including Disability in a culture of Diversity, Equity & Inclusion	✓	✓	✓
Technology	✓	✓	
The Inclusive Campus		✓	
Frameworks & Strategies for the Inclusive Classroom	✓		
Neurodiversity in the workplace		✓	✓
Creating Inclusive Hiring Practices			✓
Supporting and Retaining Neurodivergent Employees			✓

#2 Connect with Center for Neurodiversity



- Stay connected with Center for Neurodiversity for news, programming, events, updates, etc.
- Join our social media platforms for instant news.



@rowanneurodiversity

#3 Attend a Neurodiversity Related Event



- Look for local events community in the area
- Join virtual events
- Attend an event/ conference sponsored by another professional organization or higher education institution

#4 Request a Neurodiversity Presentation



- Request a neurodiversity presentation from the Center for Neurodiversity, Rowan PATH and Accessibility Services for your unit, department of any organization you are affiliated with on campus to increase understanding.

Email: neurodiversity@rowan.edu



- Success Coaching Program
 - An individualized program offering students with disabilities one on one support in identifying their learning style; becoming more self-reliant, self motivated and autonomous in making a smooth transition from high school to college.
- College Compass
 - College Compass is a program geared specifically for residential and commuter students with disabilities providing a smooth transition to college and campus life.
 - August 26, 2024 - September 1, 2024. For further inquiries, please contact woodruff@rowan.edu

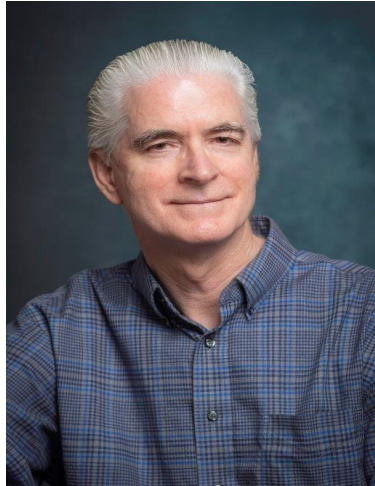




Thank you!

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**Center for
Neurodiversity**

Email: Neurodiversity@rowan.edu