

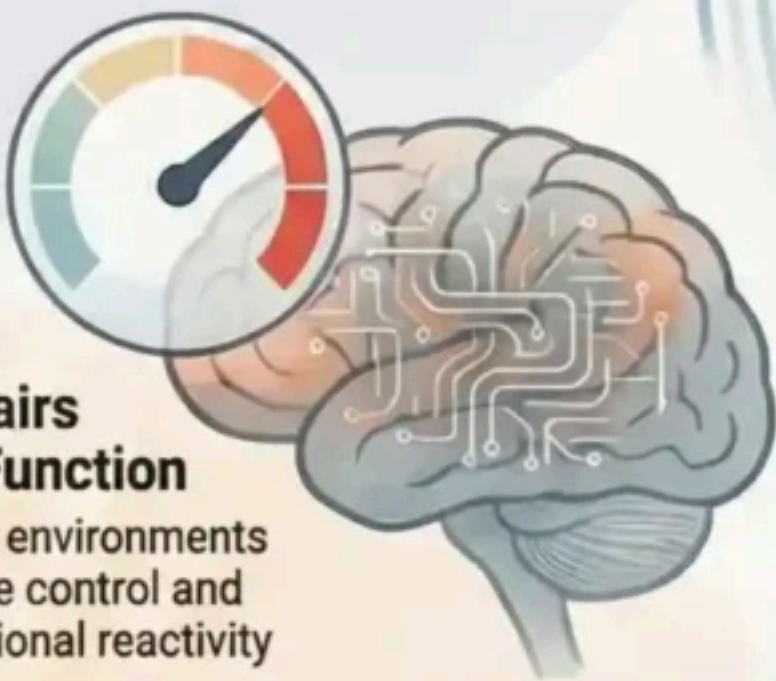
Design Over Discipline:

Creating a Neuro-Inclusive Classroom

THE "DESIGN AS CAUSE" MINDSET

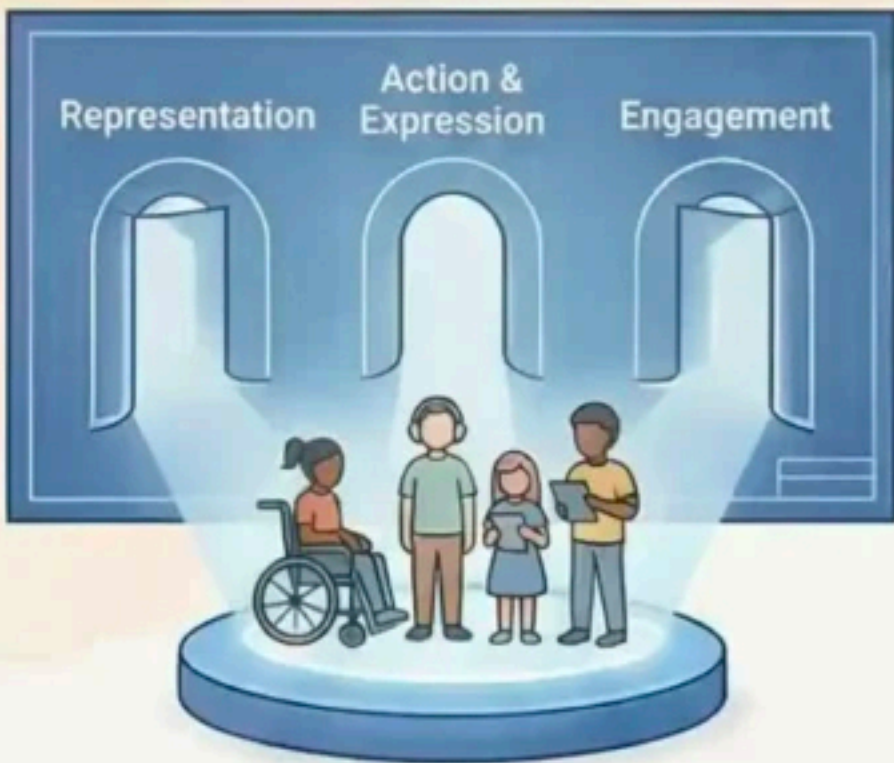


Behavior is Communication
Outbursts often signal sensory overload or task paralysis rather than intentional defiance.



Stress Impairs Executive Function

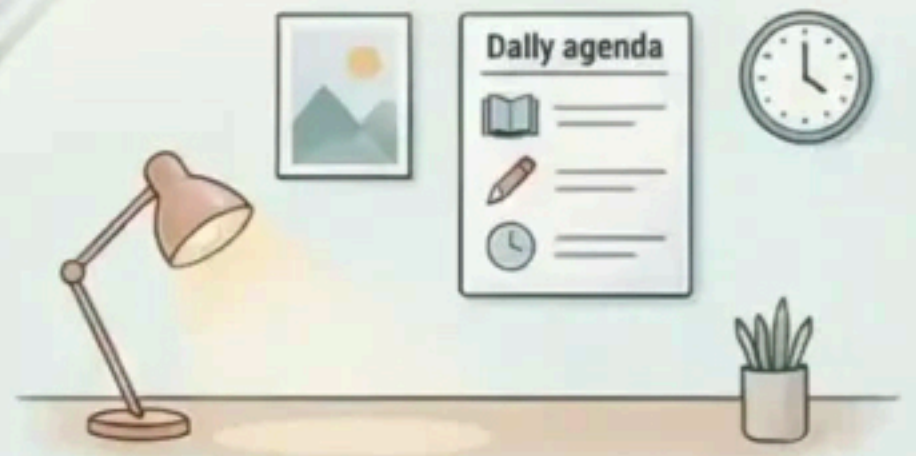
Overwhelming environments reduce impulse control and increase emotional reactivity in all students.



Universal Design for Learning (UDL)

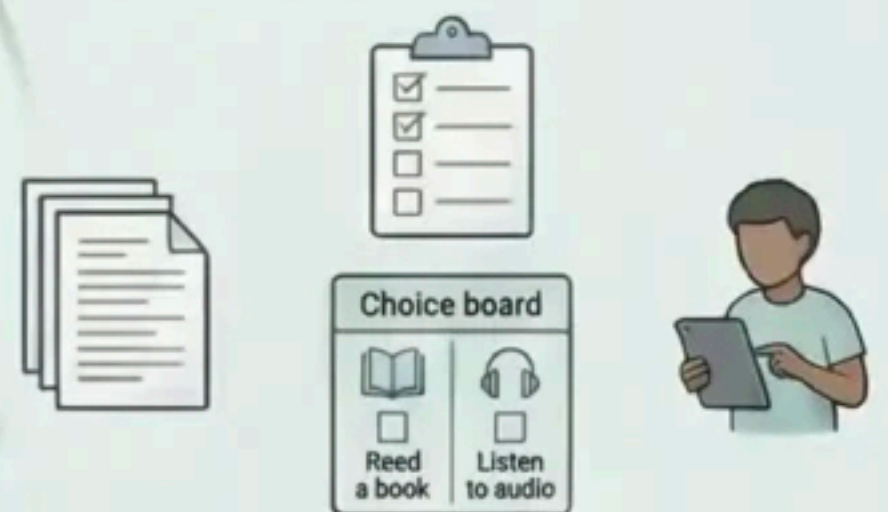
Designing for neurodivergence creates a more predictable, regulated environment for every learner.

PROACTIVE ENVIRONMENTAL MOVES



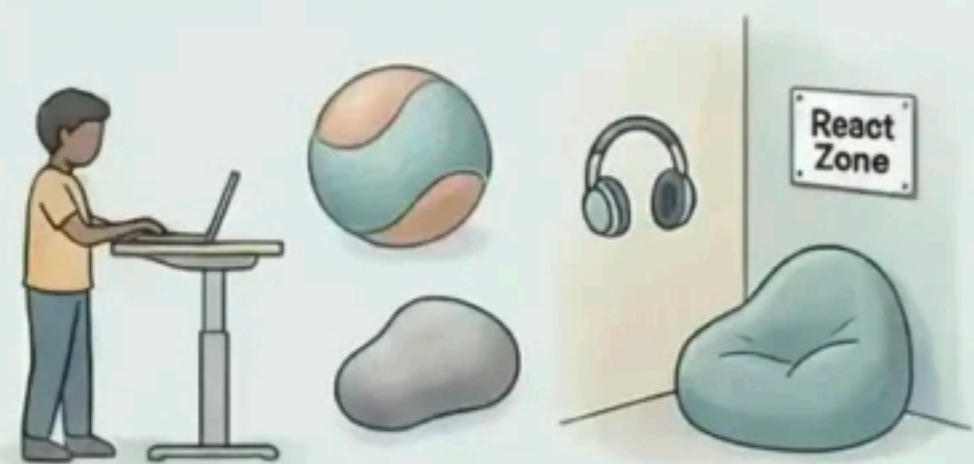
Reduce Sensory & Cognitive Load

Use soft lighting, minimize wall clutter, and provide clear, visible daily agendas.



Scaffold Executive Function

Break assignments into checklists and offer structured choices to increase student agency.



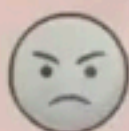


Normalize Movement and Regulation

Provide standing desks, quiet fidgets, and safe "reset" spaces without using shame.

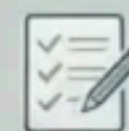
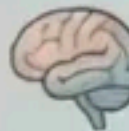

PROACTIVE DESIGN LANGUAGE

Purpose: Comparing reactive management language with proactive design-based language.

Instead of "Management"...

-  "Can you make better choices?"
-  Forcing students to sit still
-  Punishing "off-task" behavior

Try "Design"...

-  "Return to your seat and begin question three."
-  Incorporating brain breaks and standing workspaces
-  Providing graphic organizers to help task initiation