



K-12 Neurodiversity-Affirming Classroom Routines — Weekly Student Pack

NAME	DATE	CLASS / PERIOD
_____	_____	_____

What you'll learn this week

Five 30-min builds that turn the whole class's daily routines into neurodiversity-affirming defaults — quiet supports for autistic, ADHD, dyslexic, and sensory-sensitive students, without singling anyone out. Built on UDL Guidelines and IDEA inclusion principles. Each session ends with one concrete classroom change you can keep.

My goals for the week

- Session 1: I can students (the teacher's class) will participate in a redesigned arrival routine that gives every student a predictable first 5 minutes.
- Session 2: I will use a multi-modal directions format that supports auditory-, visual-, and reading-pattern processors.
- Session 3: I will use a low-stakes regulation menu (movement, water, quiet corner, fidget) without drawing attention to who uses it.
- Session 4: I will engage with a discussion protocol that doesn't reward fastest-hand-up.
- Session 5: I will end the day with a 3-minute closing routine that supports working-memory consolidation for everyone.



Session 1

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TODAY'S GOAL

I can students (the teacher's class) will participate in a redesigned arrival routine that gives every student a predictable first 5 minutes.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Show two contrasting opening minutes: the chaotic one and the predictable one. Name the difference.
2. Lesson: Why predictability helps every neurotype: lowers cognitive load, reduces transition friction. Walk through...
3. Practice together: Teach the routine: students try the 5 steps with a quiet-bell cue.
4. Practice on my own: Run for the rest of the day; teacher observes who benefits and how.
5. Exit ticket: Reflection: 'The student who looked most relieved by this routine was ____.'

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: Reflection: 'The student who looked most relieved by this routine was ____.'



Session 2

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TODAY'S GOAL

I will use a multi-modal directions format that supports auditory-, visual-, and reading-pattern processors.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Give a complex direction with words only. Note who looks lost. Then re-give with all three modes.
2. Lesson: Triple-mode default: speak, write, picture. Walk through the template.
3. Practice together: Teacher writes 4 directions in the new format; class executes each.
4. Practice on my own: Continue the format for the rest of the day; teacher logs friction points.
5. Exit ticket: Class names which mode they personally rely on most.

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: Class names which mode they personally rely on most.



Session 3

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TODAY'S GOAL

I will use a low-stakes regulation menu (movement, water, quiet corner, fidget) without drawing attention to who uses it.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Show how a typical 'I need a break' moment plays out badly. Reset the norm.
2. Lesson: Four options + hand signals: water (1 finger), movement loop (2), quiet corner with timer (3), fidget (4)....
3. Practice together: Practice each signal; teacher narrates expectations.
4. Practice on my own: Run for the rest of the day; teacher tracks who used what.
5. Exit ticket: Reflection: 'The biggest concern about handing students this autonomy was ___ and what actually happened was...

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: Reflection: 'The biggest concern about handing students this autonomy was ___ and what actually happened was ___.'



Session 4

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TODAY'S GOAL

I will engage with a discussion protocol that doesn't reward fastest-hand-up.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Pose a fast question; observe whose hand goes up first. Then pose the same kind of question with the new...
2. Lesson: Why think-write-pair-share works for ADHD (gives external memory) and processing-speed differences (everyone...
3. Practice together: Run the protocol on a real content question.
4. Practice on my own: Use it for the day's main discussion.
5. Exit ticket: Tally: how many different students contributed compared to a typical day?

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: Tally: how many different students contributed compared to a typical day?



Session 5

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TODAY'S GOAL

I will end the day with a 3-minute closing routine that supports working-memory consolidation for everyone.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: "How many of you can name one specific thing you learned today?" Pause; observe.
2. Lesson: Closing routine builds working memory + retrieval cues for tomorrow. Three prompts + 3 minutes.
3. Practice together: Run the routine.
4. Practice on my own: Each student fills the card.
5. Exit ticket: Cards become tomorrow's opening cue. Teacher commits to keeping one routine from each session.

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: Cards become tomorrow's opening cue. Teacher commits to keeping one routine from each session.



My Week — Reflection

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How did it go?

One thing I'm proud I learned this week:

One thing that was tricky for me:

A question I still have:

How I'd rate my effort this week (1–5) and why:
