

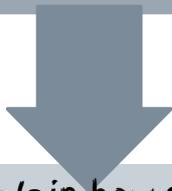


How can society actively become more inclusive of neurodiversity?



Graduation Proficiency 1

Science: Form and Function



**PI:**

I can explain how structures in the human body are adapted to carry out specific functions

Supporting Questions related to the PI:

Does having a brain that works differently mean that your brain is actually structured differently?

How are neural connections and neurotransmitters different between a typical person and someone on the Autism spectrum?

What factors might cause the brain to develop differently?

**PI:**

Supporting Questions related to the PI:



## Science: Current Issues



**PI:**

I can relate science topics to current research in the field.

Supporting Questions related to the PI:

Why does there seem to be a higher number of people diagnosed with Autism spectrum disorder, sensory disorders, and ADHD in recent decades?

What research is currently being conducted related to neurodiversity?

How did research spark the vaccine controversy?



**PI:**

I can relate science topics to contemporary issues or challenges.

Supporting Questions related to the PI:

What is the controversy related to vaccines and autism spectrum disorder? How does this controversy inform parents' decision to vaccination their children?

How does a diagnosis of ASD or ADHD impact you and your family?



## Global Studies: History



**PI:**

Understanding multiple perspectives

Supporting Questions related to the PI:

How do the unique perspectives (and agendas) of doctors, parents, educators, lawmakers, pharmaceutical companies, and other stakeholders inform their behaviors? What are impacts of those behaviors on the experiences of neurodiverse people? (overmedicating, increased designation of special education, decreased protections, etc.)



**PI:**

Social Justice

Supporting Questions related to the PI:

How have neurodiverse individuals been treated throughout history? How might they have been targeted by eugenics movements?

How is the struggle for acceptance and inclusion of neurodiverse people similar to other civil rights movements throughout history?



Graduation Proficiency 4

## Global Studies: Geography



**PI:**

Geographical impact on  
cultural norms

Supporting Questions related to the PI:

*Are neurodiverse people treated the same way all over the world? How do social norms in different cultures influence the way that kids with ADHD, sensory disorders, or ASD are viewed?*



**PI:**

Supporting Questions related to the PI:



Graduation Proficiency 5

## English: Reading



**PI:**

Comprehend

Supporting Questions related to the PI:

*How is the experience of neurodiversity told differently in medical writing, popular media, and autobiographical narrative?*



**PI:**

Summarize

Supporting Questions related to the PI:

*What are the essential elements from the different texts I read?*



## English: Speaking and Listening

**PI:**

Engage in discussion; Listen Attentively

Supporting Questions related to the PI:

What can social workers at the Lamoille Family Center share about the experience of the family of a neurodiverse child?

What can I learn from the production crew at the Flynn Center for the Performing Arts or Red Kite Green Mountain as they prepare live theater for individuals with sensory sensitivities?

How should I engage our LUHS theater department in dialogue about adapting a performance of the fall musical for a sensory sensitive audience?

**PI:**

Present Information; Speak Publicly; Speak Articulately

Supporting Questions related to the PI:

What do I want to say at the beginning of our sensory-adapted performance of the fall musical and the introduction of my movie?



## Graduation Proficiency 7

### Fine Arts: Present



**PI:**

Analyze and evaluate  
reasons and ways

Supporting Questions related to the PI:

*What is the reasoning behind the different elements of Red Kite Green Mountain's productions?  
What elements would transform our fall production of the musical into a sensory-inclusive show?*



**PI:**

Analyze and evaluate  
reasons impact

Supporting Questions related to the PI:

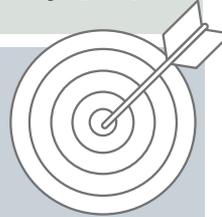
*What is the impact of design elements on the experience of sensory-sensitive audience members?*



## Why I Care About This Project

There is a child at my mom's daycare who is on the autism spectrum, and I've always been interested in the way he sees and experiences the world. As a person who has social anxiety, I can relate to feeling things that others don't recognize or experience. I firmly believe that all people should be included in society, including the arts.

## Skills I Want To Build



I want to learn theater tech skills such as lighting and sound control.

I'm not very comfortable public speaking, so I'd like to get more comfortable doing it. This also includes talking to people I don't know, so I am nervous (but looking forward to) contacting community partners.

I want to learn ways to teach young children with sensory-sensitivities so I can help my mom with her child at daycare.

## My Plan For Partnership



Lamoille Family Center- social worker who works with families with children on the autism spectrum (to learn about ASD and how it affects people/families)

Flynn Center for the Performing Arts and Red Kite Green Mountain to learn what it takes to adapt live theater for sensory-sensitive audiences

Teachers from Pathways who work with students with sensory sensitivities to learn about how to accommodate neurodiverse students and prepare them for life beyond school

I will collaborate to produce a sensory-inclusive adaption of one performance of the LUHS fall musical. I will also create a movie to view during "Community Circle" at school explaining how different brains work, why some people have sensitivities to sensory input, and how we can all contribute to a society that is inclusive of neurodiversity.

Final Product

