BEACON
NEURODEVELOPMENTAL CLINIC

RESOURCE GUIDE

Creating the Conditions for Change:
An Inclusive Practice Checklist & Reflection

To help educators and practitioners consider what needs to be in place before changes in educational practice can be implemented, here is a practical checklist and reflection tool. Consider the circumstances needed to create sustainable strengths based, neurodiverse change, alongside identifying potential barriers.

Recognition of Neurodiversity

- ☐ Neurodiversity is understood beyond a deficit-based framework
- ☐ Individual differences are recognised and valued

Reflection: What assumptions or beliefs may need to shift?

Commitment to Structural Adaptation

- ☐ Existing structures and practices have been considered
- ☐ There is willingness to modify what is not working at the system level

Reflection: What potential barriers exist?

Awareness & Training

- ☐ Relevant training is available
- ☐ Staff and key stakeholders have opportunities to develop knowledge and shared understanding

Reflection: Is there a solid knowledge base about inclusive practice amongst key stakeholders?

Advocacy & Self-Advocacy

- ☐ Neurodivergent perspectives are utilized in decision-making
- ☐ Opportunities exist for students to communicate their needs and preferences

Reflection: Are neurodivergent voices actively represented in decisions about practice?

Flexible & Inclusive Environments

- ☐ Environmental barriers have been considered
- ☐ Flexibility is built into teaching and learning, with a variety of ways to participate

Reflection: Is there flexibility in the digital, physical, and social environments of teaching and learning?

Build Confidence and Self-Esteem

- ☐ Strengths are actively identified and remedial approaches are not the only response
- ☐ Language reflects the whole learner and their unique abilities

Reflection: Does practice focus on strengths alongside areas of difficulty?

Access to Strengths-Based Frameworks

- ☐ Strengths inventories, assessments, and other tools are available
- ☐ Strengths inform planning and individual strengths are connected to meaningful opportunities

Reflection: Are there practical methods in place to identify and use individual strengths?

Institutional Support & Culture

- ☐ Leaders support changes in practice and systems are structured to support inclusive practice
- ☐ Flexibility is possible within tasks and assessments & positive reinforcement and growth are encouraged

Reflection: Does the wider organisation support aspiration and resilience, or is it focused on weaknesses?

Reflexive practice creates space for intentional inclusion, helping neurodiverse learners discover meaningful ways to engage and succeed.