



Creating Neurodiversity-Affirming Classrooms Crash Course

Neurodiversity Audit of Classroom Environment Checklist

1. Lighting:

- ☐ Assess the type and intensity of classroom lighting.
- ☐ Determine if there are options to dim or adjust lighting for various activities.
- ☐ Offer light filtering options such as curtains, blinds, or shades.
- ☐ Other: _____

2. Visual Environment:

- ☐ Examine walls and surfaces for overstimulation (too many posters, decorations, etc.).
- ☐ Ensure visual aids are clear, relevant, and organized.
- ☐ Note any reflective surfaces that could cause distractions.
- ☐ Other: _____

3. Auditory Environment:

- ☐ Identify any consistent or loud noises that might be distracting or unsettling (e.g., from nearby rooms, hallways, or outside sources).
- ☐ Gauge the acoustics: Does sound echo? Is it too quiet?
- ☐ Other: _____

4. Tactile and Physical Comfort:

- ☐ Check if there are seating options.
- ☐ Ensure there are spaces for movement and physical activity if needed.
- ☐ Incorporate materials that cater to a range of tactile needs, such as rough, smooth, squishy, or hard.
- ☐ Make available sensory kits that students can use when feeling overwhelmed.
- ☐ Other: _____

5. Sensory-Regulation Spaces:

- ☐ Ensure there are designated quiet or "chill-out" areas.
- ☐ Create spaces where students can be alone or with fewer peers, if needed.
- ☐ Consider sensory tools or toys like fidget spinners, stress balls, or weighted blankets.
- ☐ Provide options for tactile sensory experiences, such as soft rugs or textured materials.
- ☐ Other: _____

6. Olfactory Environment:

- ☐ Check for strong or distracting smells, like cleaning products or food.
- ☐ Promote a fragrance-free classroom policy to cater to sensitivities.
- ☐ Other: _____

7. Spatial Orientation and Navigation:

- ☐ Make sure paths and walking areas are clear and easily navigable.
- ☐ Check that all areas are accessible for those with mobility challenges.
- ☐ Clearly mark different areas/zones (e.g., reading corner, group work table).
- ☐ Other: _____

8. Technology and Tools:

- ☐ Assess the use and volume of electronic devices (computers, smartboards).
- ☐ Ensure headphones or ear defenders are available for those sensitive to noise.
- ☐ Evaluate if screen glare or brightness levels are appropriate and adjustable.
- ☐ Provide training or resources on how to adjust the accessibility features on devices.
- ☐ Other: _____

9. Flexibility:

- ☐ Ensure that the environment can be easily adapted for different activities or needs.
- ☐ Maintain a clear and consistent routine, but with provisions for adjustments when necessary.
- ☐ Other: _____

11. Executive Functioning:

- ☐ Structured Routines: Are daily schedules visibly posted and followed consistently?
- ☐ Task Breakdown: Are complex tasks segmented into smaller, achievable steps?
- ☐ Visual Aids: Are there tools available like calendars, charts, or visual timers to assist in time management and task completion?
- ☐ Physical Organizers: Are there designated spaces, shelves, or containers for students to keep their materials organized?
- ☐ Flexible Deadlines: Are there options for students who might need extended time or prefer to start tasks early?
- ☐ Feedback Systems: Is there a clear system in place for constructive feedback, allowing students to understand and learn from errors?
- ☐ Transition Signals: Are there cues, like bells or visual timers, to indicate the end/start of activities?
- ☐ Other: _____

Sensory Processing Self-Assessment

How often is each of the sensory stimuli a concern/issue for you?

	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
Fluorescent/bright lighting					
Screen glare					
Visual clutter/busy environments					
Reading for extended periods					
Visual tracking during notetaking (looking back and forth from the front of the room to your notes)					
Movement in your peripheral vision					
Background noise					
Multiple conversations					
Sudden loud noises					
Complex or multi-step verbal instructions					
Sound echoes in large spaces					
Certain clothing or other textures					
Physical proximity to others (needing extra space)					
Sitting still for long periods					
Temperature sensitivity					
Different textural surfaces					
Filtering out distractions					
Transitioning between tasks					
Maintaining focus during lectures					
Working in groups					
Organizing materials/work space					
What self-regulation strategies do you currently use?					
What are your environmental preferences (Lighting? Sound? Seating?)					
What else should I know?					

My Sensory Detective Sheet

How Do Things Feel Today?

MY EYES:

- The lights in my classroom feel:



Just Right



Could be better



Too much!

- Looking at the board/screen feels:



Just Right



Could be better



Too much!

- The decorations on the wall make me feel:



Just Right



Could be better



Too much!

MY EARS:

- The sounds in my classroom feel:



Just Right



Could be better



Too much!

- When people are talking, it feels:



Just Right



Could be better



Too much!

- During quiet work time, I feel:



Just Right



Could be better



Too much!

MY BODY:

- When I need to pay attention, I feel:



Just Right



Could be better



Too much!

- When I'm working on tasks, I feel:



Just Right



Could be better



Too much!

- During group work, I feel:



Just Right



Could be better



Too much!

Draw or write 3 things that help you feel calm:

Draw or write 3 things places where you feel most comfortable:

Draw or write what your perfect learning space looks like: