



# Leadership Playbook

## Reflection Questions to Operationalize Conditions for Learning

**Goal:** To create actionable "ramps" that help neurodivergent students, particularly those with ADHD and Autism, successfully access the curriculum and school environment.

Emotional Conditions		Behavioral Conditions	
<p><i>Do our neurodivergent students currently have consistent access to sensory tools in every classroom?</i></p> <p><i>How are we training our staff to serve as a "calming presence" to provide external co-regulation when a student's nervous system is flooded?</i></p> <p><i>Are we offering routines that support nervous system regulation, such as morning walks, walking labyrinths, tactile walks, or Wellness Center access?</i></p>		<p><i>Knowing that the hippocampus (the brain's memory center) temporarily "goes offline" during stress responses, how do our current behavioral policies adapt to students who are in a cortisol-flooded state?</i></p> <p><i>What is our specific organizational mechanism or platform for documenting a neurodivergent student's unique interests?</i></p> <p><i>What school-wide systems can we implement to proactively support regulation before behavioral challenges occur?</i></p>	



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Organizational Conditions	Learning Conditions
<p><i>What organizational tools (e.g., visual timers, checklists, structured planners) are universally available across our campus to help students who struggle with time blindness?</i></p> <p><i>Knowing that managing multiple loose papers heavily taxes executive function, how are we leveraging digital platforms (like Canvas or Google Classroom) to create a central, un-losable hub for assignments?</i></p> <p><i>When physical worksheets are necessary, what "figurative ramps" or standardized systems do we have in place (e.g., color-coded folders, turn-in bins placed physically close to the door) to help students track and submit them?</i></p> <p><i>Do we expect physical organization to happen organically, or are we providing explicit instruction and dedicated, structured time during the school day for guided "desk cleanouts" or locker organization?</i></p>	<p><i>How are we systematically training teachers to break down large, overwhelming assignments into smaller, manageable steps to help students overcome task paralysis?</i></p> <p><i>Are we utilizing "Interest-Based Learning" to engage students who struggle with attention regulation?</i></p> <p><i>Which specific instructional area (scaffold, chunk, agency, interest, reward) requires further follow-up, support, or investment of time from leadership?</i></p> <p><i>How can we leverage AI to assist educators in differentiating instruction or creating structured choices?</i></p>