

## LESSON PLAN TEMPLATE:

<b>Name of the class:</b>		Avoid Ableist language to diversify Open Scholarship
<b>Suitable context: (e.g., entry-level/ undergraduate/postgraduate)</b>	Undergraduate/postgraduate- suitable to discuss open scholarship and the language used to promote inequality within an open scholarship sphere.	
<b>Total time: (e.g., 1 hour, 2 hours, 1 day)</b>	~ 1 hour	
<b>Pre-requisites:</b>	The basic concept of Open Scholarship, especially in relation to transparency, replicability and reproducibility) and its connection to Neurodiversity.	
<b>Related resources (e.g. slides, assignment materials, lecture recordings, etc)</b>	Bottema-Beutel, K., Kapp, S. K., Lester, J. N., Sasson, N. J., & Hand, B. N. (2021). Avoiding ableist language: Suggestions for autism researchers. <i>Autism in adulthood</i> .	
<b>Learning outcomes:</b>	<ol style="list-style-type: none"> <li>1. To ensure language is less ableist and promote a more impartial and kind Open Scholarship.</li> <li>2. To appreciate the need for science to be kinder and less hurtful to individuals who have been silenced in the past as a result of neurodiversity.</li> <li>3. To address barriers within academia</li> </ol>	
<b>Time</b>	<b>Activity</b>	<b>Instructor notes</b>
5 minutes	Discuss ableist language and provide a code of conduct on how to communicate about neurodivergent individuals.	Provide comments that these words are not used and keep an eye on how the language is used within class to ensure people feel included as opposed to excluded, in order to reduce any inequities.
15 minutes	In the seminar, ask students to read Bottema-Beutel et al.'s “). Avoiding ableist language: Suggestions for autism researchers” manuscript and	Instructions should provide questions such as this is argued for autism research but could you think of how it

	<p>make notes, highlight reactions and thoughts.</p>	<p>could be applied to other disciplines such as speech-language therapy and to support people who stutter. To state that this is a short paper but provides interesting commentary on how language can affect individuals' voices and how it should interlock with open scholarship? Do you think Open Scholarship can benefit a avoiding language paper? Does it surprise you that open scholarship does not consider this movement?</p>
<p>15 minutes</p>	<p>Discuss the paper</p>	<p>Instructions should be around class and gather arguments and reactions from students. This can be any form such as mind mapping, identifying challenges, also to ask them about their privileges as described in their paper.</p> <p>Instructors should ask their students to consider implications of language culture and ask students to discuss the implications together. Bring in the Sapir-Whorf hypothesis to connect it to cognitive psychology. Discussion should be on more diverse, critical and inclusive voices within open scholarship,</p>

		<p>highlighting the ableist language is the result of one voice stating how neurodiverse populations should be viewed as <i>objects</i>, not <i>subjects</i>. How it impacts society as a whole. When we should world makers of our own research.</p> <p>When preparing to ask students remember to ask under-represented minorities first, especially Neurodivergent Black, Indigenous and women of colour.</p>
15 minutes	<p>Students should look at any paper from the earliest paper on a specific condition to now. Include a column in excel stating what they think their paper is, how language has perhaps evolved in demonising individuals, how research could be re-framed to see neurodivergent individuals in a newer light, allowing us to consider generalisability and the challenges and benefits of these conditions.</p> <p>Use this database, along with the paper by Dr Sara Middleton et al. to highlight the privilege nature when published as a preprint.</p>	<p>Instructors should ask students to identify a paper from the past and the type of language used. Also, to consider the type of language the student uses as well, in order to consider constructively how their language may impact these groups, especially individuals.</p>
15 minutes	<p>Students should consider how they should evaluate their language critically and why should we use identity-first versus person-first? Also, to state the challenges of using</p>	<p>The presentations can be used to show and highlight how we can listen to them, thus including them in Open Scholarship.</p>

	<p>these languages and to ensure that we should think and listen to neurodivergent individuals about how they want to be discussed. In order to make feel heard and listened.</p>	
<p>Final: ~ 3 minutes</p>	<p>End with a recap of how important it is to use the correct and supportive to capture voices and perspectives in psychology to move to a more generalisable science of behaviour and cognition. To highlight the “impartial” and “objective” science is in fact value-laden and to move it to a more open, generalisable and reproducible science.</p>	<p>Activity:  How does ableist language help/hinder inclusion and diversity?  What kind of activities would you do to promote inclusivity, social justice, accessibility, and diversity in open scholarship that encourages accessibility neurodivergent individuals?</p>