Using generative AI to support neurodiverse learners

Many of us are still trying to determine where in our teaching generative AI may play a part or even if it should. One place that may be worth a look is in supporting neurodiverse students. Generative AI may be able to provide some agency for students who might otherwise have to rely on more prescriptive or confining scaffolds. The following are some practical ideas for your consideration.

> For students with auditory processing disorders who may benefit from some condensation of material, you may provide a transcript or allow an AI generated transcript of your lecture that would facilitate student use of AI to produce a summary of the lecture and highlight key points.

> For students with dyslexia or other visual disorders, consider student use of generative AI to provide them with a more simplified version of a particularly dense article or piece of text. Generative AI could produce a two- or three-page overview of a twenty or thirty-page article and include a breakdown of particularly difficult content and important points. Or it could provide a breakdown of complex analysis into more straightforward language that would allow the student to better understand the content.

> For students with ADD or ADHD or those that may prefer to access information more visually, allowing students to use generative AI to create content represented visually in things like flow charts or infographics may help them to make connections where they otherwise may not.

> For students with memory issues, ADD or ADHD, think about the possibility of students using generative AI to create a simulated tutor. They could have the tutor simulation ask questions fueled by course content i.e. lectures, lecture notes, PowerPoint slides, readings, etc. to help students understand the content better.

These considerations are places that you might allow students to use generative AI in your course that would not include assignment completion. Instead, these strategies may assist neurodiverse students in accessing course content, allowing them to overcome barriers to their learning make meaning in a way that may be helpful.