



# COLLABORATION OVER COMPETITION IN THE CLASSROOM

Supporting NeuroDiversity  
Inclusion





# COMPETITION

IN THE LEARNING ENVIRONMENT WILL

# NEVER WORK

AS A SUCCESSFUL LEARNING MODEL



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AUTISTIC KIDS



PASSIONATE

SCHOLARS



LOVE TO LEARN FOR

THE SAKE OF LEARNING



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BUT  
COMPETITION  
PLACES THE  
FOCUS<sup>OF</sup> LEARNING  
ON THE END RESULT  
INSTEAD OF ON THE  
PROCESS OF  
LEARNING.



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LEARNING FOR  
THE  
SAKE OF WINNING IS  
NOT REWARDING THE LEARNING.  
IT'S REWARDING THE  
ABILITY TO MEET

☐ STANDARDIZED

☐ BOXED

☐ MEASUREMENTS





COMPETITION  
FORCES AN  
ARTIFICIAL HIERARCHY  
WHERE THERE IS ALWAYS  
A WINNER & LOSER.  
FOR AN AUTISTIC CHILD,  
WINNING & LOSING  
ARE BOTH DANGEROUS  
& CAN POSITION THEM AS A SOCIAL  
TARGET WHO IS EITHER RIDICULED OR  
TAKEN DOWN A NOTCH BY PEERS






ALL  
SUCCESSES  
ARE WINS  
IN A COLLABORATIVE CLASSROOM.  
CHILDREN LEARN TO CELEBRATE  
THE GAINS OF THEIR PEERS  
AND TO TAKE RESPONSIBILITY  
FOR THE HEALTH OF  
THE WHOLE CLASS

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COLLABORATION  
ALLOWS FOR EVERY LEARNER  
TO  SHINE  
AND PUTS THE FOCUS ON  
THE LEARNING  
PROCESS RATHER THAN  
THE END RESULT

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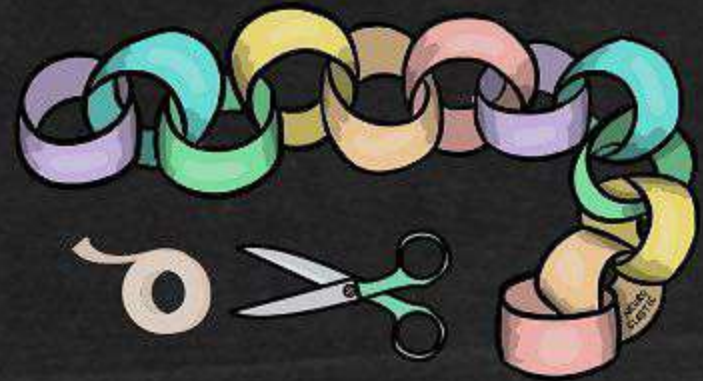


ONE IDEA FOR CREATING  
COLLABORATIVE, MEASURABLE  
PROGRESS IS TO USE

# PAPER CHAINS

YOU CAN EVEN RECYCLE YOUR OLD  
WORKSHEETS THIS WAY. CUT STRIPS OF  
PAPER AND SET DAILY GOALS CONSISTENT  
WITH YOUR LESSON PLANS.

MEETING GOALS MEANS  
EARNING LINKS FOR  
THE CHAIN.

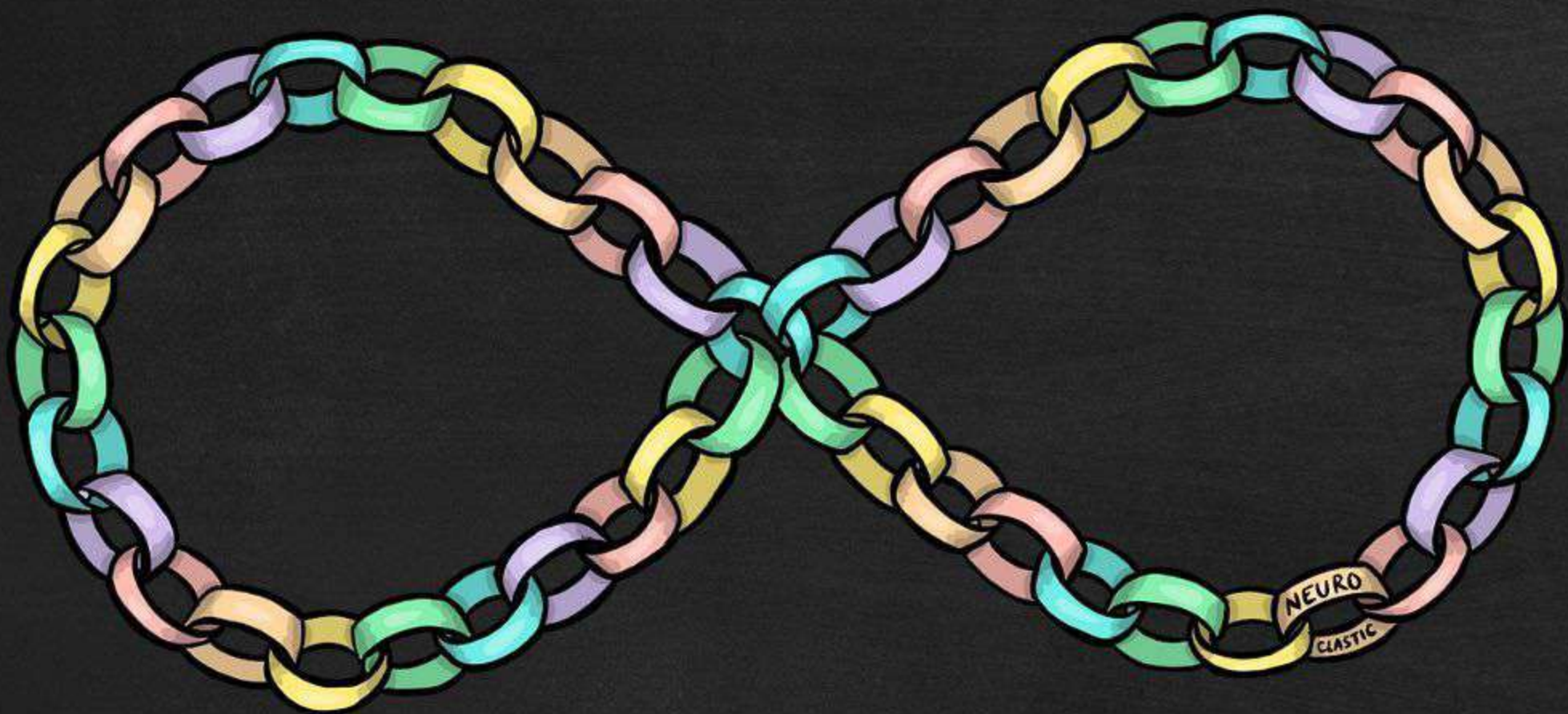


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HANG THE CHAINS FROM  
THE CEILING AND REWARD  
THE ENTIRE CLASS WHEN THE  
CHAINS HIT THE FLOOR.



WATCH YOUR CLASSROOM  
CULTURE TRANSFORM INTO  
A NEURO INCLUSIVE SPACE  
THAT BENEFITS ALL CHILDREN.

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