

Researcher Meghan McGlinn Manfra (2019) reflects that action research allows all stakeholders to “explore issues of everyday practice and work to bring about change” (p. 163).

Action Research allows us to move away from top-down, one-size-fits-all approaches to stakeholder-driven solutions that are designed to center the experiences of neurodivergent youth and young adults. As a practice, at Let’s Talk LD we value and celebrate the bodies of knowledge that every participant-stakeholder carries, whether you are a student, caregiver, educator, or practitioner. At Let’s Talk LD we also believe that stakeholders should work together, as a productive community of practice, to address critical issues and challenges that are faced by neurodivergent youth and young adults as they transition into adulthood.

Meyer (2000) maintains that “action research’s strength lies in its focus on generating solutions to practical problems and its ability to empower practitioners, by getting them to engage with research and the subsequent development of implementation activities” (p. 2).

## Works Cited

Manfra, M.M. (2019). Action research and systematic, intentional change in teaching practice. *Review of Research in Education*, 43: 163-196. DOI: 10.3102/0091732X18821132.

Meyer, J. (2000) ‘Using qualitative methods in health-related action research’, *British Medical Journal*, 320: 178–181.