

Strategies for Teaching and Learning to Support Neurodivergent Children: Quick Wins for Busy Teachers and TAs

Partnership for the Inclusion of Neurodiversity in Schools

The programme is funded by the Department for Education (DfE), supported by the Department for Health and Social Care (DHSC) and NHS England (NHSE)

Plan



1. Introductions
2. Overview of PINS
3. Plan for today
4. Areas of strengths & Differences: Quick win ideas
5. Action Plan
6. Feedback & questions





Introductions



Who are we?

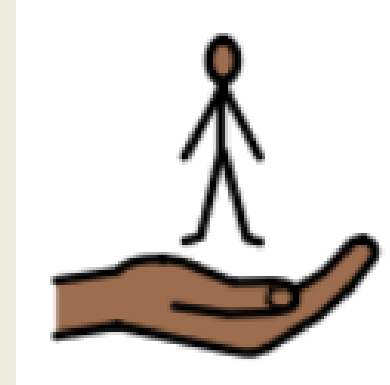
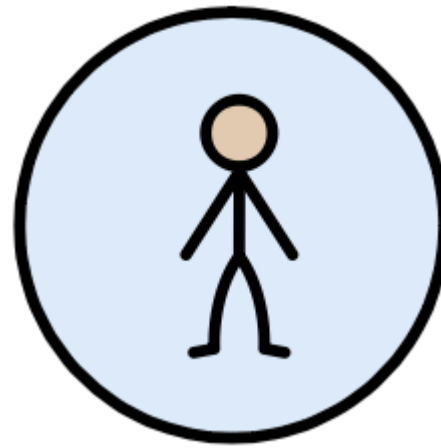
HCRG Care Group are the current Community Provider of Children's Service in B&NES and Wiltshire.

Within our organisation we have a skill mix specialist clinical workforce who are helping provide consultation and expertise to this partnership programme.

Professionals include:

- Teachers
- Learning Disability Nurses
- Clinical Psychologists
- Paediatricians
- Occupational Therapists
- Speech and Language Therapists
- Physiotherapists

The Vision



- PINS provides a unique opportunity to work in partnership between health, education, children and their families to develop different aspects of school life to support neurodiversity
- We know that meeting needs of ND children will be of benefit to all children
- Meeting needs of children with SEND in mainstream schools is the cornerstone to improving outcomes (attainment, attendance and wellbeing), parental confidence and delivery financially sustainable SEND system.

Plan for today's training:

Strategies for Teaching and Learning to Support Neurodivergent Children: Quick Wins for Busy Teachers and TAs

In terms of Neurodivergence we are including:

- Autism Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Dyslexia
- Developmental Co-ordination Disorder (also known as Dyspraxia)
- Developmental Language Disorder
- Sensory Processing differences

We have separated ideas into **areas** of strengths and differences

Areas of Strengths & Differences

1. Listening, Attention, Impulse Control & Energy Levels
2. Cognitive Ability
3. Speech & Language
4. Social Relationships & Social Interaction
5. Emotional Regulation
6. Flexibility & Adaptability
7. Sensory Skills
8. Motor Skills



Thinking about some of the
neurodivergent children in this school...

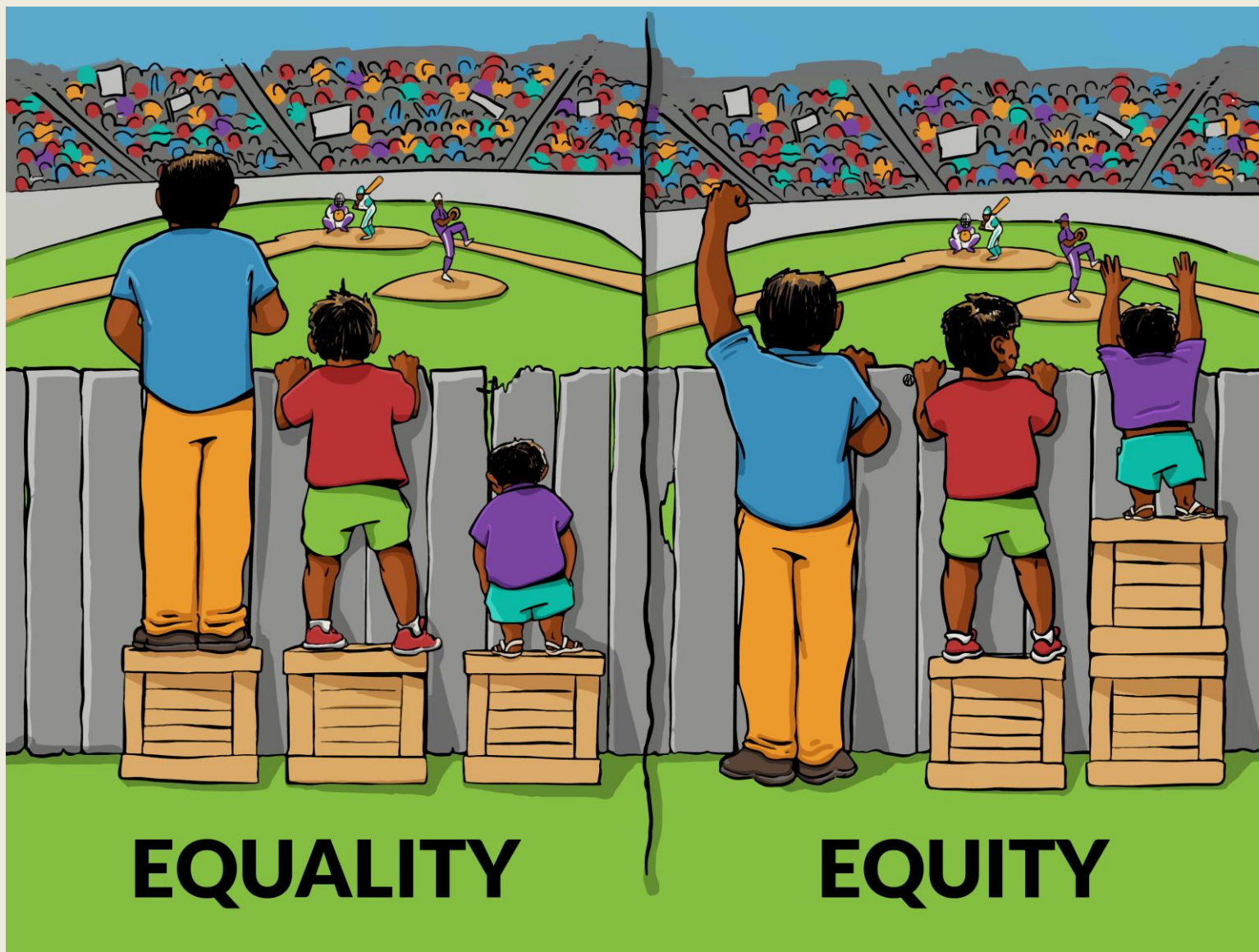
What strengths do they have?



We need to use individual strengths to support children

- ❖ Try hard to be a good friend
- ❖ Great at running, jumping, climbing, trampolining
- ❖ Creative and making things
- ❖ Helpful/ kind
- ❖ Great at Cluedo
- ❖ Really good at focusing on something specific for ages
- ❖ Brilliant imagination
- ❖ Have a strong sense of right and wrong
- ❖ Have skills that they practise at home
- ❖ Can remember/ notice lots of details
- ❖ Know lots about an event in history
- ❖ Great with numbers/patterns
- ❖ Empathy
- ❖ Carer for member of family





What's the difference between equality and equity?



Listening, Attention, Impulse Control & Energy Levels

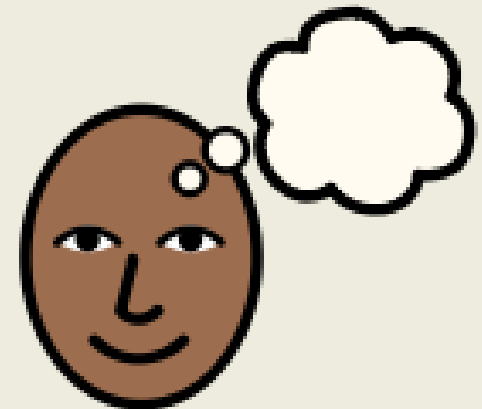
- ❖ Schedule in movement breaks during the day
- ❖ Think about seating: where in class, distractions, friends?
- ❖ Use clear instructions: short sentences, give time expectation, model what you expect to see at the end, noise levels, in / out of seat, use a silent timer
- ❖ Keep a record of what has happened during the day, reflect on this for triggers to discuss with child
- ❖ Find fidgets toys that work for the child and you



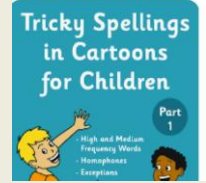
Cognitive Ability



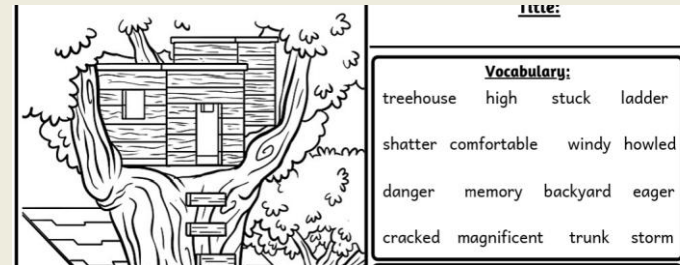
- ❖ Give time for students to think about your questions, silence is ok!
- ❖ Use real items/visuals to support understanding of concepts
- ❖ Use interests to engage and motivate learning
- ❖ Offer technology to support the child (e.g. read aloud)
- ❖ Consider developmental level of the child
- ❖ Presentation of ppts, resources, classroom



Cognitive Ability



- ❖ Use multi-sensory ways to teach e.g. create spelling pictures, use the outdoors, use play dough, games (Lidia Stanton books)
- ❖ Overlearning opportunities needed to develop confidence and 'automacity'
- ❖ Sentence starters
- ❖ Lists of topic specific vocabulary
- ❖ Differentiate homework: reduce reading demands and allow different ways to present ideas, use time limits
- ❖ Coloured overlays available to try



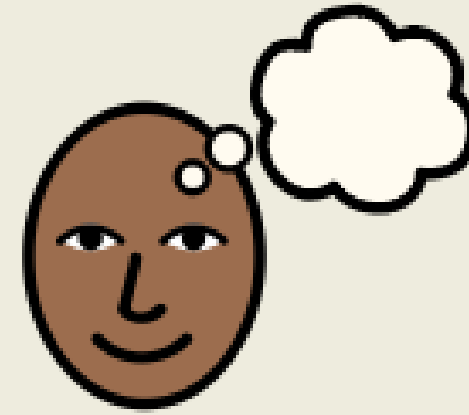
Speech & Language



- ❖ Use child's name before any instruction
- ❖ Give processing time before repeating instructions - wait 6 seconds before saying anything else and if needed, repeat using the same words
- ❖ Remember - the child may not understand negatives- tell the child what you **want** them to do - clear, assertive language, '*Tom, sit down please*'
- ❖ Ask children to repeat back your instructions
- ❖ When talking, use objects of reference/ photographs/ visuals
- ❖ Pre-teach vocabulary before lessons where possible

Cognitive Ability

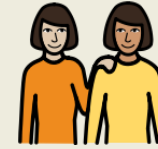
What's tricky about reading?



<https://www.youtube.com/watch?v=pA8TPdhdPvQ>



Social Relationships & Social Interaction



- ❖ Reassure the child they can share an anecdote from home at a specific time and keep to that, *'You can tell me about your video **when** we have finished task one'*
- ❖ Some children need time on their own when play is overwhelming
- ❖ Use of a buddy or structured play activity can help develop social skills in a 'safe' way
- ❖ Support waiting by giving clear instructions when it will be their turn
- ❖ Use Social Stories & Comic Strip Conversations (Carol Gray) to support social understanding/ to help reflect on social situations

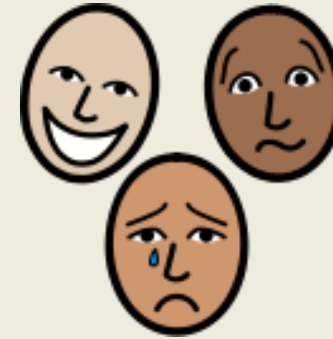
:00:30
nnn

Emotional Regulation

- ❖ Help the child to name the emotion they feel
- ❖ Use a calm voice and reduce your language
- ❖ Give the child physical space - allow alone/ recharging time
- ❖ Afterwards, maybe next day talk to child to try and identify triggers
- ❖ Use visuals to support emotional regulation awareness
- ❖ Think about the sensory environment around the child: noises, lights, smells etc
- ❖ Support students in understanding how to relax and unwind: Could you introduce some relaxation / breathing techniques sessions?



Emotional Regulation

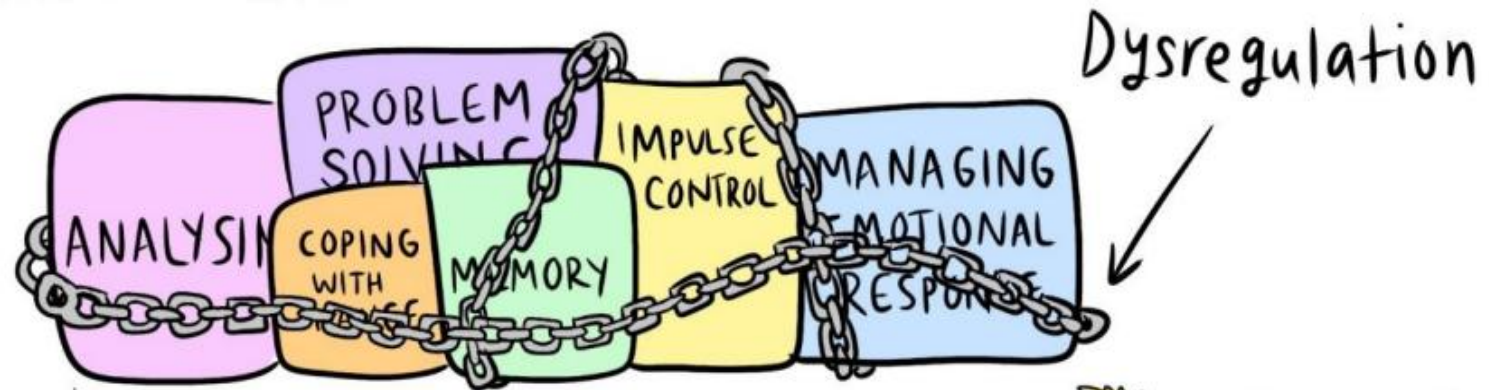


❖ Intervention:

- ❖ When you feel excited, whereabouts do you get the feeling in your body?
- ❖ If you are feeling sad what happens to your body?
- ❖ When you are angry how does your body react?
- ❖ Zones of Regulation intervention

From NeuroWild:

When I am **DYSREGULATED**, I cannot
effectively access the Executive Function
skills that I have.



Motor Skills

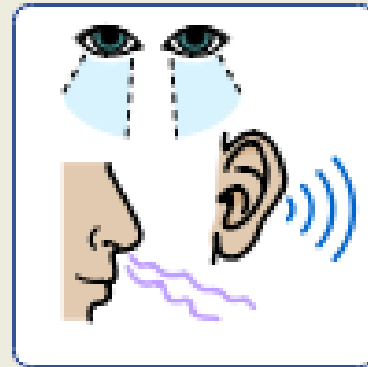
- ❖ Use obstacle courses to practice gross motor skills
- ❖ Practice throwing and catching with bigger balls
- ❖ Link motor skills to interventions for maths and literacy
- ❖ Use tweezers to pick up objects to develop fine motor movements
- ❖ Practice tying laces, threading, doing up buttons, using a keyboard
- ❖ Games - dot to dot, noughts & crosses, colouring, tracing
- ❖ Get parents onboard – what can they be doing at home?



Now
Flexibility &
Adaptability



Next
Sensory
skills



Then...
Lego!



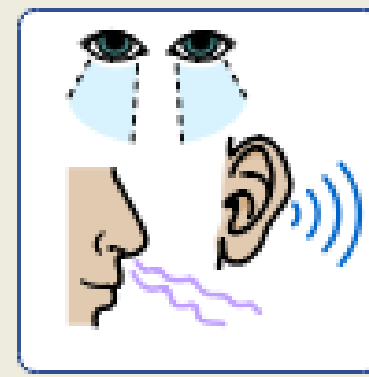
Flexibility & Adaptability



- ❖ Use 'now and next' boards / visual timetables – small white boards are good to use
- ❖ Show photos of new places / changes to the environment - transition
- ❖ Support child to place a visual in a 'finished' tray to support transition between activities
- ❖ Use a visual timer for ending activities – lots of free ones online (silent)

- ❖ Sensory Timers: Liquid Bubble Sensory Countdown Timer

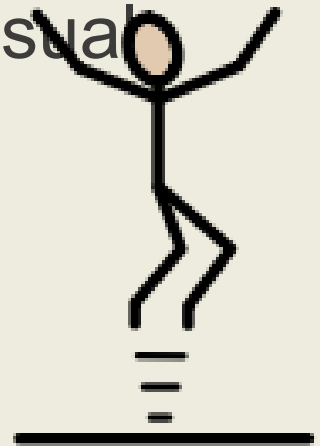
Sensory Skills



- ❖ Plan ahead for sensory environments and change e.g. assemblies, trips, visitors
- ❖ Create positive sensory experiences for the child (e.g. build in a slime making/ uses fidgets in activity for literacy work)
- ❖ What adaptations could you use? Headphones/ sunglasses/ different flavoured toothpastes/ fidgets/ cutting labels out/ seamless socks
- ❖ Listen to what the child finds hard about the environment and adapt where possible
- ❖ Support the child to develop resilience to the environment (e.g. use 'backward chaining'- let the child join the last few minutes of assembly and leave with everyone and then build this up)

Advice and Support

- British Dyslexia Association – many free webinars and training sessions available
- ADHD Foundation – resources and advice available
- The Dyslexia Classroom – support and ideas
- National Autistic Society – support and ideas
- Lidia Stanton books – ideas on teaching spellings using visual cues
- Made by Dyslexia on Youtube – free teacher training
- Barrington Stoke – dyslexia friendly books



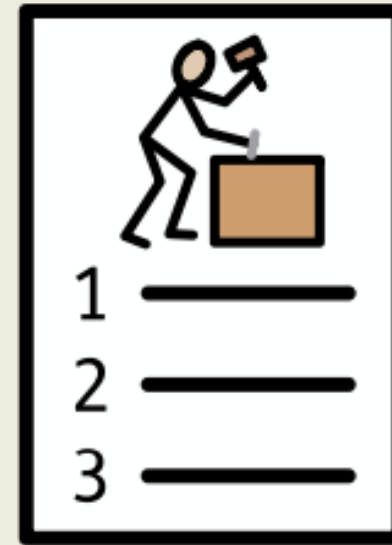


UNDERSTANDING DYSLEXIA

5 facts

Top quick wins

What has been most helpful today?



Action plan:

- Consider your role within school, what three strategies will you use this/next term?



Thank you- any comments or questions?

