

# Supporting neurodiverse students

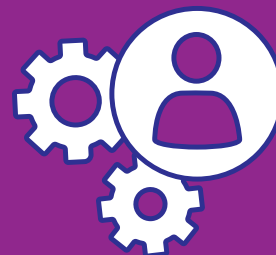


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Differences in the human brain are often described according to the medical model of neurodiversity, using words such as 'disorder' and 'deficit'.







**The neurodiversity paradigm**, in contrast, is a strengths-based approach which states that:

- ✓ neurological differences are a range of natural variations in the brain
- ✓ society should limit the barriers experienced by neurodiverse people



**Teachers can identify** students' strengths and harness the power of students' special interests to engage them in a variety of topics.

**Other ways to support neurodiverse students include:**

-  Listening to them and asking what they need
-  Providing clear, unambiguous instructions and examples of tasks
-  Minimising change and interruptions, and supporting transitions
-  Being flexible in the delivery of material and content, offering a choice of modes where possible
-  Enabling planning, organisation, and goal-setting by using tools like soft deadlines and visual planners
-  Learning about and responding to the sensory needs of particular students

✓ These actions will help all students.