

Supporting neurodiverse children



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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 partner with families to identify children's strengths and harness the power of children's interests to support their learning.

Other ways to support neurodiverse children include:

-  **Observing them and letting them demonstrate what they need**
-  **Providing clear, unambiguous instructions and examples of activities and routines**
-  **Minimising change and interruptions, and supporting transitions**
-  **Being flexible and offering choices**
-  **Learning about and responding to the sensory needs of children**
-  **Eradicating normative developmental assumptions in the early childhood setting**