Neurodiversity: Studying and teaching of languages.

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derstanding and

ADHD

A person with Attention Deficit Hyperactivity

Disorder wants to listen to you, but has many

competing attention priorities. Children with ADHD can

have 20,000 non-positive interactions with teachers by the

time they finish elementary school. As many as 45% of children

with ADHD also have a learning disability, 18% have 3. About 5

% of children without ADHD have one. You never grow out of

ADHD. The two forms are predominantly hyperactive

20 minutes.

and predominantlinattentive. Students

need to stand up at least every

The optimum time for intervention with a reading disorder such as dyslexia is in the first 3 years of schooling. After that time it's more efficient to use computer assisted technology such as voice to text and text to voice to keep up with workload. (Shaywitz B 2020)

Dysgraphia

Students with dysgraphia are unable to prove their mastery of subjects in handwriting. They write more slowly and less legibly, so they need more time and they also need more patience on the their best if you see handwriting that differs from

part of the reader. Assume that the student is doing

ODD

15 -50% of people with ADHD have

oppositional defiant

disorder. This affects their ability to make friends and often results in rejection of offers of help.

Working memory challenges

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These two

conditions appear

to have

overlapping on

spatial awareness

and

hypermobility.

Dyspraxia (also called

Developmental Coordination Disorder) affects balance, left and right, and grip such as use of writing tools. Sitting still in your class may literally cause pain. When you see movement, stand everyone up for an energy boost.

Dyscalculia

Disrupts the ability to measure time, recognize math symbols, remember multiplication tables, formulas, decimals, and in adults affects driving speed (because of difficulty in managing time); and calculating finances. The prevalence is potentially as high as reading disorder.

Learn and model use of assistive technology

- voice-to-text and text-to-voice
- personalisation of background colors
- universal design fonts and dyslexia friendly fonts
- planning tools for workload management
- Digital /analog board planning
- provide options for language

Be aware of how to include students with:

- autism spectrum disorder (+ other neurodiversity)
- color vision deficiency
- low vision

Unobtrusively make spare materials available when a student forgets theirs. Be aware that a late submission, test anxiety can be a marker of hidden learning differences.

Inclusive methods break down barriers.

https://www.understood.org/pages/en/school-learning/for-educators/ https://www.additudemag.com/dyscalculia-in-adults-symptoms-signs-and-statistics/ Colour Vision Deficiency doi: 10.1016/j.ophtha.2014.01.018 For more information on how these conditions appear in classroom presentations please see my article in https://jalt-publications.org/sites/default/files/pdf-article/44.3-tlt-yl.pdf

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