

# Neurodiversity: Studying and teaching of languages.

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## 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>  
JA+T MindBrainEd Think Tanks  
British Dyslexia Association  
International Dyslexia Association  
[www.callscotland.uk.org](http://www.callscotland.uk.org)  
Japan Dyslexia Society