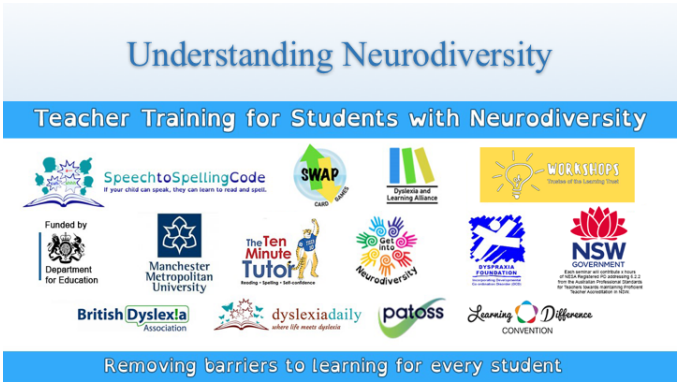
Understanding Neurodiversity
Teacher Training for Students with Neurodiversity
SpeechtoSpellingCode
SWAP
WORKSHOPS
Funded by
Department for Education
Manchester Metropolitan University
The Ten Minute Tutor
Get into Neurodiversity
NSW GOVERNMENT
British Dyslexia Association
dyslexiadaily
patoss
Learning Difference CONVENTION
Removing barriers to learning for every student

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So what is Neurodiversity

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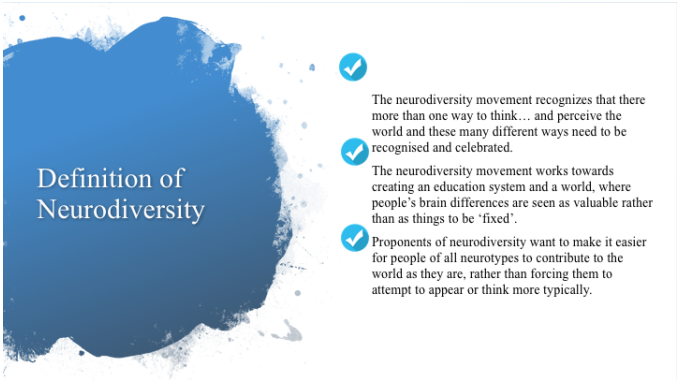
Definition of Neurodiversity
The neurodiversity movement recognizes that there more than one way to think… and perceive the world and these many different ways need to be recognised and celebrated.
The neurodiversity movement works towards creating an education system and a world, where people's brain differences are seen as valuable rather than as things to be 'fixed'.
Proponents of neurodiversity want to make it easier for people of all neurotypes to contribute to the world as they are, rather than forcing them to attempt to appear or think more typically.

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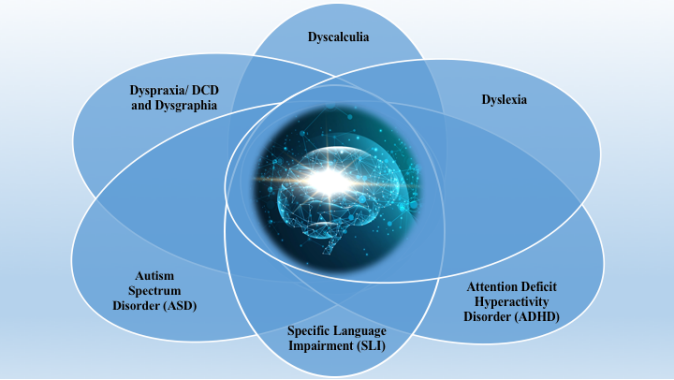

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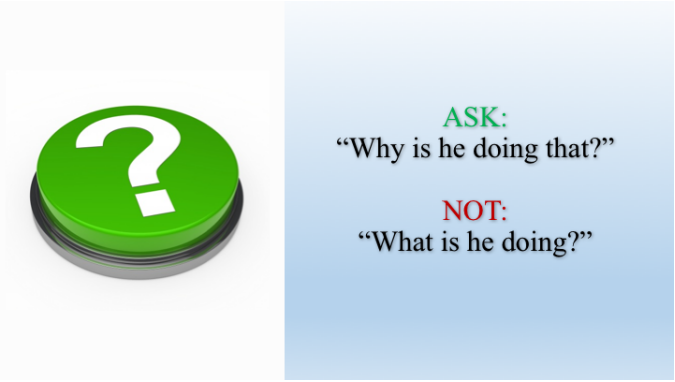

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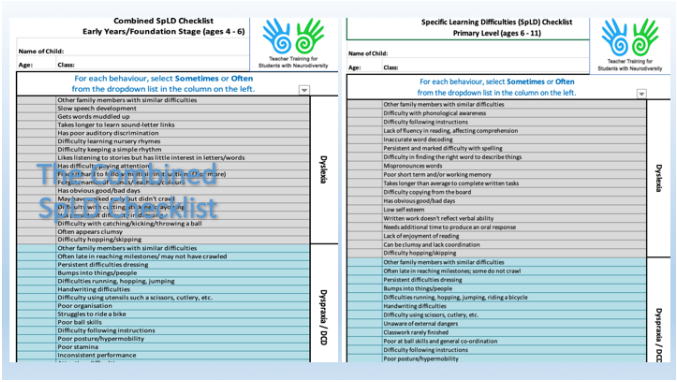

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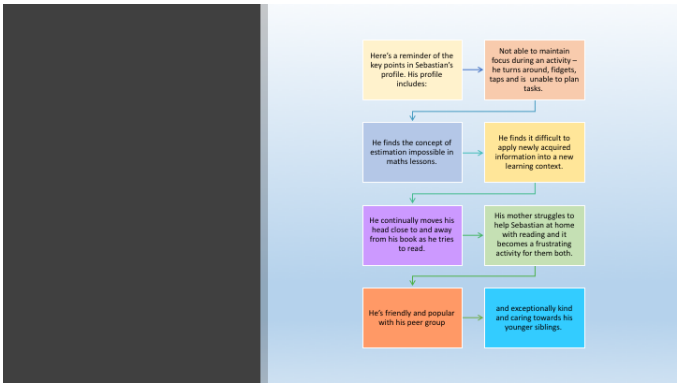

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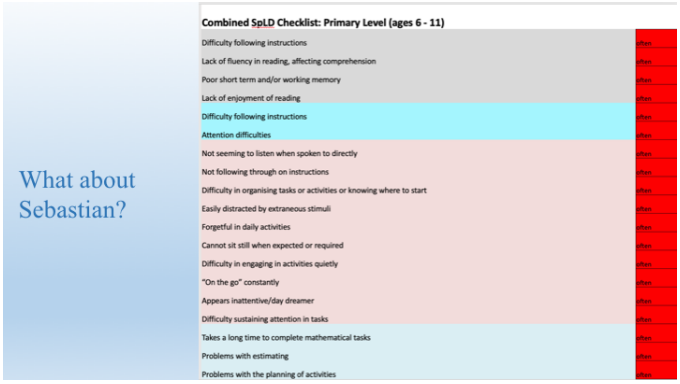

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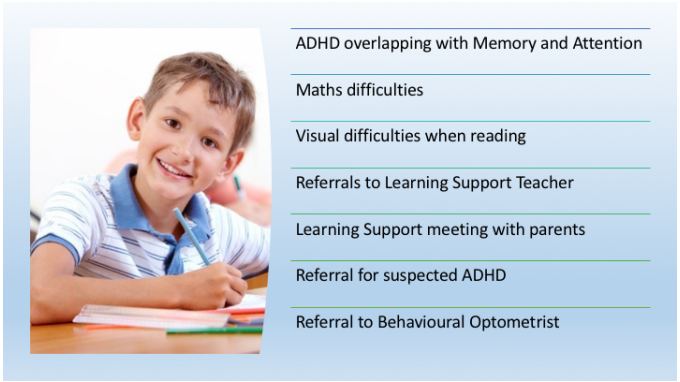

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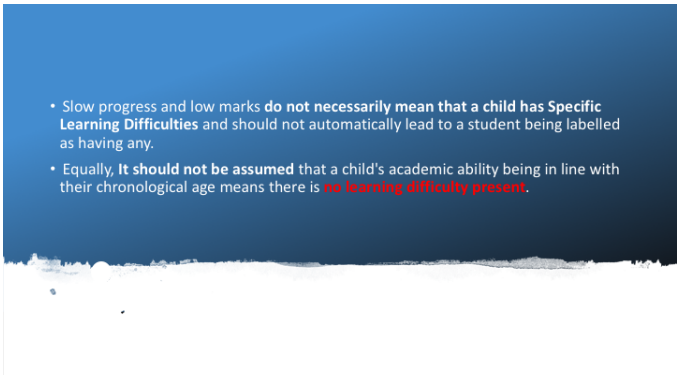

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Structured Conversation

http://www.aettraininghubs.org.uk/wp-content/uploads/2012/05/23.3-Structured-Conversation-Handbook.pdf.

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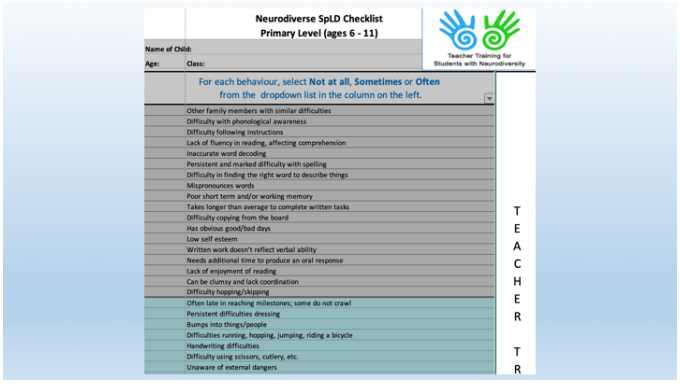

Neurodiverse SpLD Checklist
Primary Level (ages 6 - 11)

Name of Child:
Age: Class:

Teacher Training for Students with Neurodiversity

For each behaviour, select **Not at all**, **Sometimes** or **Often** from the dropdown list in the column on the left.

Other family members with similar difficulties	
Difficulty with phonological awareness	
Difficulty following instructions	
Lack of fluency in reading, affecting comprehension	
Inaccurate word decoding	
Persistent and marked difficulty with spelling	
Difficulty in finding the right word to describe things	
Mispronounces words	
Poor short term and/or working memory	
Takes longer than average to complete written tasks	
Difficulty copying from the board	
Has obvious good/bad days	
Low self esteem	
Written work doesn't reflect verbal ability	
Needs additional time to produce an oral response	
Lack of enjoyment of reading	
Can be clumsy and lack coordination	
Difficulty hopping/skipping	
Often late in reaching milestones; some do not crawl	
Persistent difficulties dressing	
Bumps into things/people	
Difficulties running, hopping, jumping, riding a bicycle	
Handwriting difficulties	
Difficulty using scissors, cutlery, etc.	
Unaware of external dangers	

TEACHER TR

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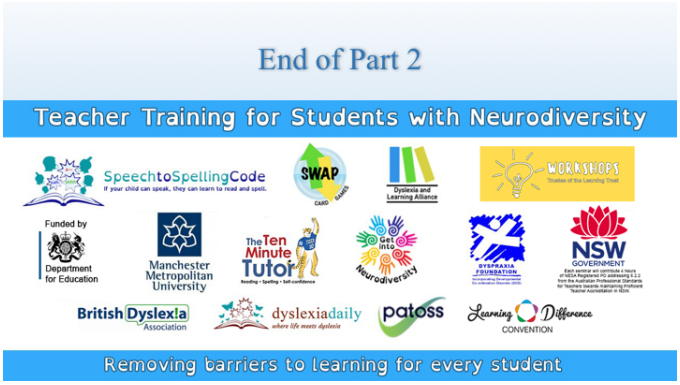

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