

Effective Teaching & Learning

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Aims

- To develop an understanding of a range of cognitive functions and learning styles, understanding how these can be different for neurodiverse children and taking a person-centred needs approach in supporting them.
- To supporting schools in developing neurodiverse children's self-esteem through a successful experience of learning, e.g. by meeting different learning styles and needs in the classroom.
- To support schools to identify motivation for learning and to engage in a strengths-based approach.



Menu of Support

Domain 4 (indicative link to Ofsted inspection framework)	Topic	Descriptor for schools	Indicative content
Teaching and Learning (Quality of education; Behaviour and attitudes)	8. Skills for Learning	<p>Supporting school staff to better understand common learning styles of neurodiverse children.</p> <p>Developing the skills required to support neurodiverse children to better engage in learning and adjusting teaching practice to facilitate their engagement.</p>	<ul style="list-style-type: none">• Developing an understanding of a range of cognitive functions and learning styles, understanding how these can be different for neurodiverse children and taking a person-centred needs approach in supporting them.• Supporting schools in developing neurodiverse children's self-esteem through a successful experience of learning, e.g. by meeting different learning styles and needs in the classroom.• Supporting schools to identify motivation for learning and to engage in a strengths-based approach. <p>LHNT.lincschildrenstherapyservice@nhs.net. Understanding Handwriting Development-practical strategies for the classroom</p>



A word from the children first



Bucket Time -Attention Autism

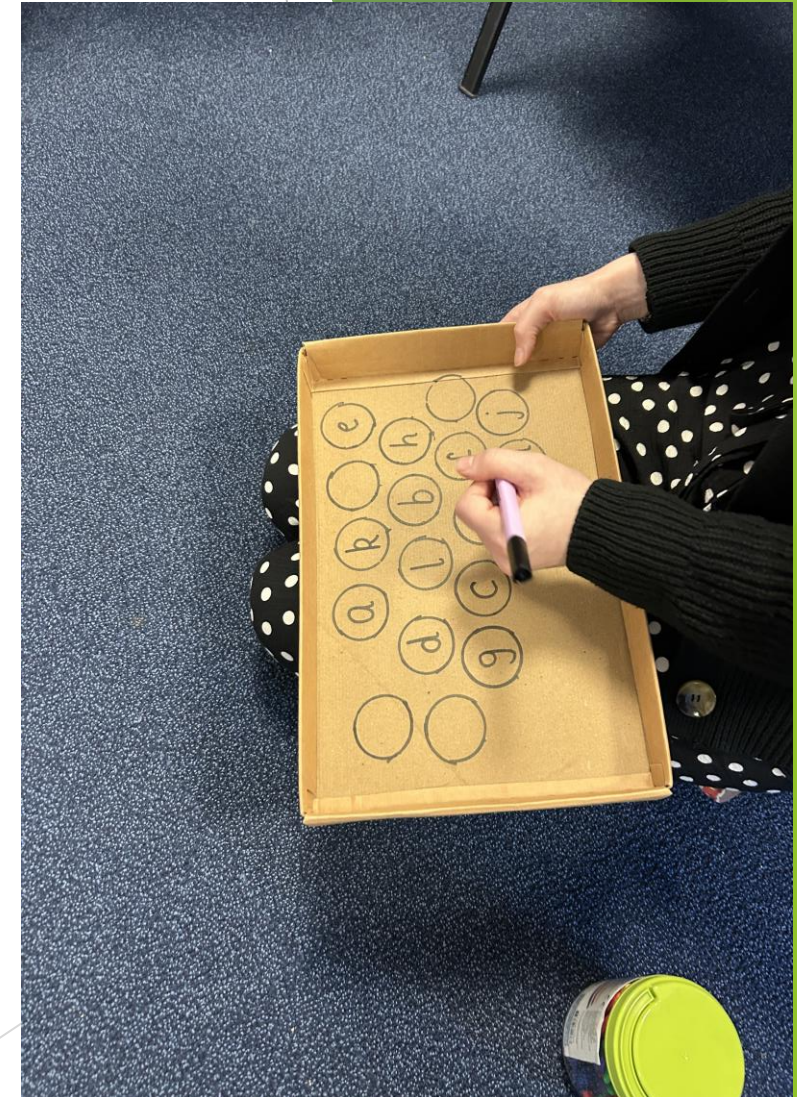
Attention Autism is a **learning approach that aims to develop natural and spontaneous communication skills in children with autism** through the use of visually based and highly motivating activities. The approach was developed by speech and language therapist, Gina Davies



Bucket Time -Attention Autism



Bucket Time -Attention Autism



Neurodiversity describes differences in brain function from person to person that affect daily mental functions.

Neurodiversity embraces differences in brain function and behaviour as a natural manifestation of humanity's variety, rather than viewing them as wrong or problematic.



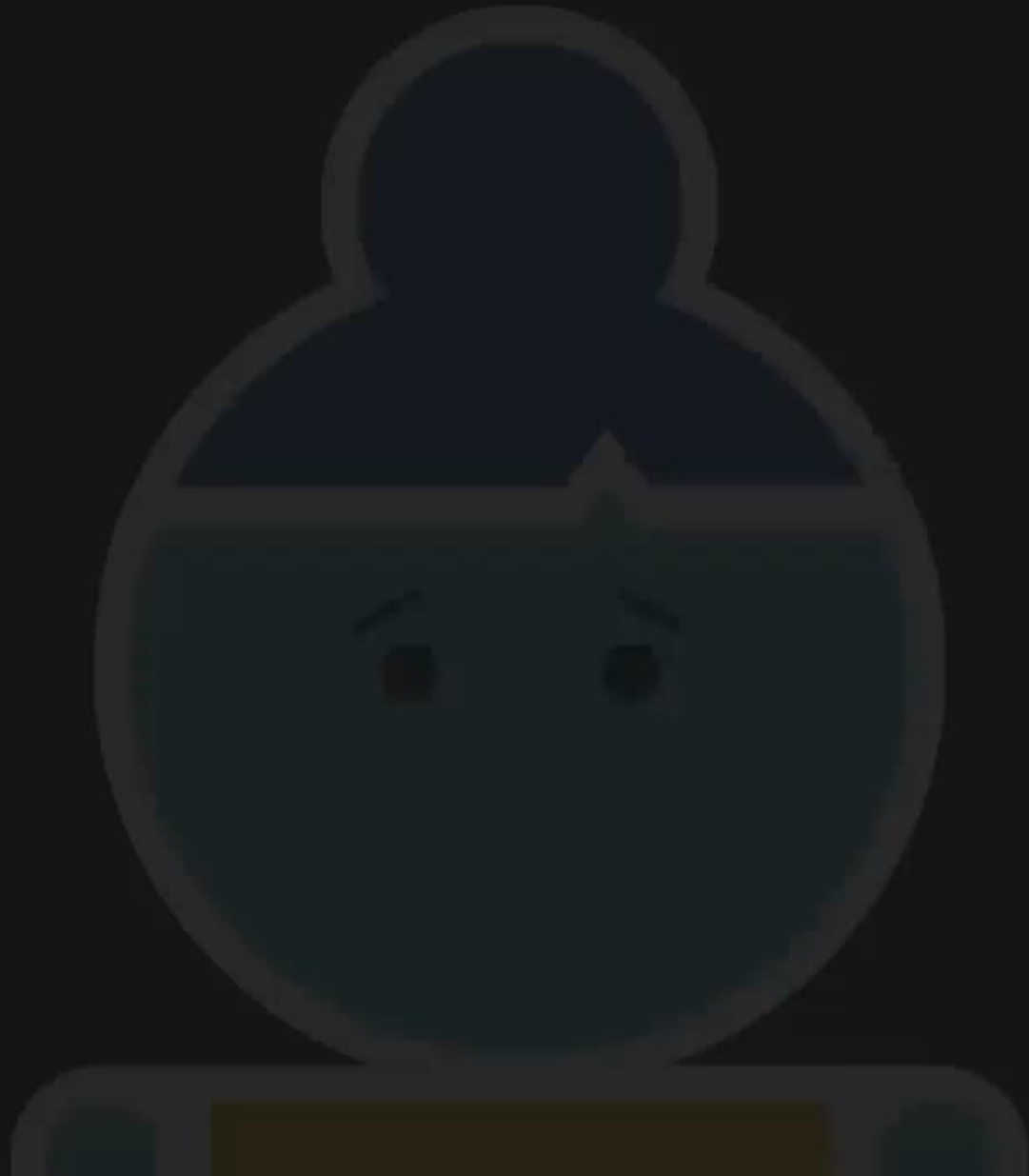
What does effective teaching and learning mean?

Effective teaching is the knowledge, strategies, processes and behaviours which lead to good student outcomes. Effective teachers have a positive impact on their students and use their expertise to improve learning.

It's some of this knowledge, strategies, behaviours and process that we are going to concentrate on.

Creating an inclusive and effective learning environment for neurodiverse pupils requires an understanding of their unique needs, adopting flexible teaching strategies, and fostering a supportive classroom atmosphere.





Adopting flexible teaching strategies and fostering a supportive classroom atmosphere 2.

Use visual supports.

Neurodivergent learners may often grasp concepts better through visuals like pictures, diagrams, and colour-coding.

Visual aids reinforce the direct teaching by mapping out processes visually.

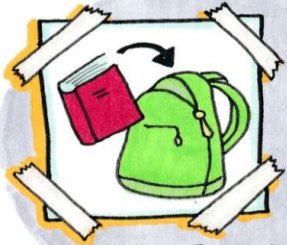
This multi-sensory approach, pairing engaging visuals with structured language, allows neurodivergent students to effectively comprehend, retain, and apply the content.



9 REASONS TO USE VISUALS

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- VISUALS ARE PERMANENT
(SPOKEN WORDS DISAPPEAR)



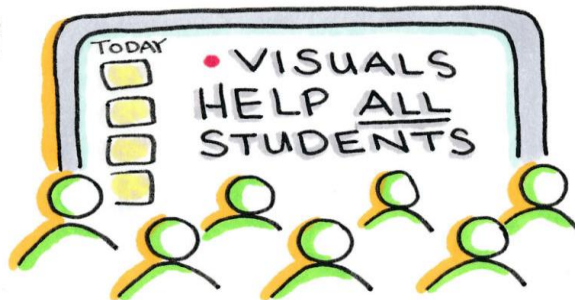
- VISUALS ALLOW TIME
FOR LANGUAGE PROCESSING



- VISUALS PREPARE
STUDENTS FOR TRANSITIONS



- VISUALS HELP KIDS
SEE WHAT YOU MEAN



- VISUALS
HELP ALL
STUDENTS



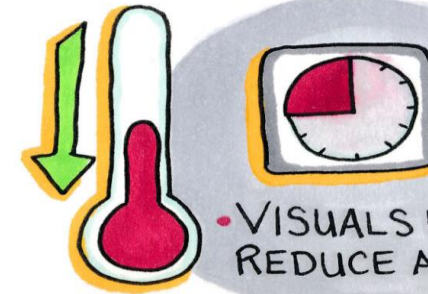
- VISUALS HELP
BUILD INDEPENDENCE



- VISUALS ARE TRANSFERABLE
BETWEEN ENVIRONMENTS
AND PEOPLE



- VISUALS HAVE NO ATTITUDE
• NO TONE • NO FRUSTRATION
• NO DISAPPROVAL



- VISUALS HELP
REDUCE ANXIETY

Krista Wallden 2017



Adopting flexible teaching strategies and fostering a supportive classroom atmosphere 3.

Offer flexibility with seating and movement.

Many neurodivergent students struggle to remain still and focused for long periods in traditional classroom setups. The need for sensory input and mobility is essential for regulating their bodies and minds.

Rigid expectations of sitting stationary can be incredibly challenging and counterproductive. Flexibility with seating and movement acknowledges this diversity of needs within an inclusive learning environment.

Teachers can support these students by allowing fidget toys, doodling, or finger tracing to channel restless energy.



Adopting flexible teaching strategies and fostering a supportive classroom atmosphere 4.

Embrace different learning methods and styles.

Neurodivergent individuals may process and learn information through diverse pathways. A one-size-fits-all approach leaves many struggling to understand and engage.

Educators must recognise this neurodiversity by varying their instructional methods to tap into different learning styles and preferences, such as:

- Visual learners benefit from diagrams, videos and pictures.
- Hands-on activities cater to kinaesthetic learners.
- Auditory processing is supported through storytelling and discussions.
- Interactive technology engages digital learners.



INSTRUCTIONAL STRATEGIES

Instructional strategies are the tools and techniques that teachers use to help students overcome obstacles to learning and reach higher levels of knowledge and understanding.

EXAMPLES

- | | | | |
|---|------------------------|----|------------------------|
| 1 | Scaffolding | 7 | Modeling |
| 2 | Guided Practice | 8 | Non-Verbal Gestures |
| 3 | Differentiation | 9 | Positive Reinforcement |
| 4 | Open-Ended Questioning | 10 | Prompting |
| 5 | Expert Jigsaw | 11 | Spaced Repetition |
| 6 | High Expectations | 12 | Think Pair Share |





Meeting the needs of different types of neurodiversity

Neurodiversity includes a broad spectrum of neurological differences that shape how individuals think, learn, and process information. As educators, we understand that every student is unique, with distinct abilities and needs.

Supporting neurodivergent pupils, such as those with autism, ADHD, or dyslexia, requires moving beyond a one-size-fits-all approach. Creating an inclusive classroom means recognizing and accommodating the diverse needs of these learners.



The Importance Of Supporting Neurodivergent students in the Classroom

Teachers can support neurodivergent students by fostering positive relationships and actively engaging with their families. Making reasonable adjustments to the classroom environment and teaching methods is essential, as some students require additional support to thrive.

Recognising that neurodivergence is not a deficit but a different way of experiencing the world is key. By embracing diverse learning styles and creating an inclusive environment that celebrates neurodiversity, educators empower students to feel valued and understood.



A final note on inclusion

