Supporting neurodiverse pupils with remote learning
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The Neurodiversity Charity

When a student is required to take part in a remote learning environment, some considerations may be needed at home:

- o Most parents/carers are not teachers – so how much can be done by them?
- o What are the expectations from the school? E.g. work set on a digital platform
- o Priority will be the mental health and wellbeing of the young person and the family,
- o Is there access to any support that might be on offer? Keeping in touch with the school, other parents/carers for example,
- o Can parents/carers understand the work that has been set, as well the young person?

Useful starting points to consider when learning remotely:

Aim for engagement, by challenging passivity, with different ways to obtain new knowledge and/or demonstrating their new knowledge and understanding – practical / oral / artistry / written form.

Things to consider:

- **How does the young person like to learn?**

- **What does success look like for them?**

- **What prior knowledge do they already have from their lessons in school?**

The learning environment:	Making a plan:
Where is it?	Is there a timetable of lessons from the school?
Does it have to be one place? i.e. at a desk or table	Such as joining live lessons for subjects
Are there distractions to learning that need to be minimised?	When does 'homeschooling' start?
Anywhere could be a potential learning environment if set up appropriately	Is there a potential to start the day with some exercise to increase motivation, wellbeing, and concentration on tasks?
Importance for some pupils will be around movement – consider breaks	Meals and rest/movement breaks
	Exercise
If there is one study area, then organise the space before – sort equipment for example.	Personal space time
	'Protected' family time

Memory:

An effective memory breaks down into two parts: short-term/working memory and long-term memory.

Some young people may have difficulties with memory that may present in ways such as – poor organisational skills, difficulty in retaining and following instructions, difficulty in recalling prior learning, and difficulty in being able to transfer skills learnt from one area to another (e.g. drawing a chart in maths, and then drawing a chart to represent results from a geography fieldtrip).

Short-term / working memory: helps people process and recall newly learnt information so they can tackle the task at hand.

Long-term memory: information that has been transferred here helps to develop a deeper understanding of a topic.

Top tips for memory boosting:

Encourage questions and make learning exciting	Create rhymes and songs	Encourage active learning – discussions around what the young person thinks.
Use of visual aids – flashcards, images to represent ideas	Make your own examples	Creation of mind maps
Key words/ideas for subjects – build up associations between these across topics and subjects	Ask the young person to teach someone else – explain the information they have learnt	Use all the senses, where possible – reading aloud

Assistive technology:

Text-to-speech – allows people to understand written material and proof-read their work	**Mind mapping** – helps to plan work more effectively and create links between ideas/topics	**Scanning software and hand reading pens** – users can store and listen to text found in books or other documents
Spell checker – automatically makes corrections to errors in written communications	**Speech recognition** – allows children to dictate or talk to a computer that uses software to convert this to text	**Smartpens** – used to writre text but can also track this and create notes in digital form. Pen can then be used to record, play, or upload text to digital platforms
E-Readers – without ads or other distractions, users can better keep their eyes on their reading without interuptions.	**Electronic math worksheets** – organise, align numbers and solve math related problems	**Proofreading software** – helps to check spelling, grammar, punctuation and sentence structure
MathTalk – speech recognition software which precludes keyboard use. It comprehends technical vocabulary and transcribes in mathematical notation appropriate for trigonometry, algebra, and calculus	**Clicker 7** – reading platform, allowing users to create a web of words and emoji-like pictograms, or diagram entire projects. This is quite effective for visual learners	**Co-writer/Dragon** – programs that transcribe speech. Often they can predict intended words and phrases, along with meaning.

Other support:

www.timetimer.com / www.nightzookeeper.com / www.bbc.co.uk/bitesize

https://freddiesmummy.com/homeschooling / www.twinkl.co.uk