

A man with a beard and a plaid shirt is sitting on a light-colored sofa, smiling. Two young boys are sitting on his shoulders, also smiling. The background shows a living room with a lamp, a side table, and a window with sheer curtains. The overall tone is warm and family-oriented.

PAGS[®]

**WE HELP SCHOOLS TO PROVIDE
WORLD CLASS SUPPORT TO
NEURODIVERSE LEARNERS.**

**DID YOU KNOW
THAT OVER 15% OF
PEOPLE ARE
NEURODIVERSE?**

**AND YES, THAT
INCLUDES SOME
VERY SUCCESSFUL
PEOPLE TOO!**



**YET THIS IS HOW
MOST TEACHERS FEEL
WHEN DEALING WITH
NEURODIVERSE
LEARNERS.**

**IT DOESN'T HAVE TO
BE THAT WAY.**



**WHEN TEACHERS ARE
EQUIPPED WITH THE
RIGHT KNOWLEDGE &
TOOLS, IT BENEFITS
THEM AND THEIR
LEARNERS.**

**THAT IS WHAT PAGS
DOES.**

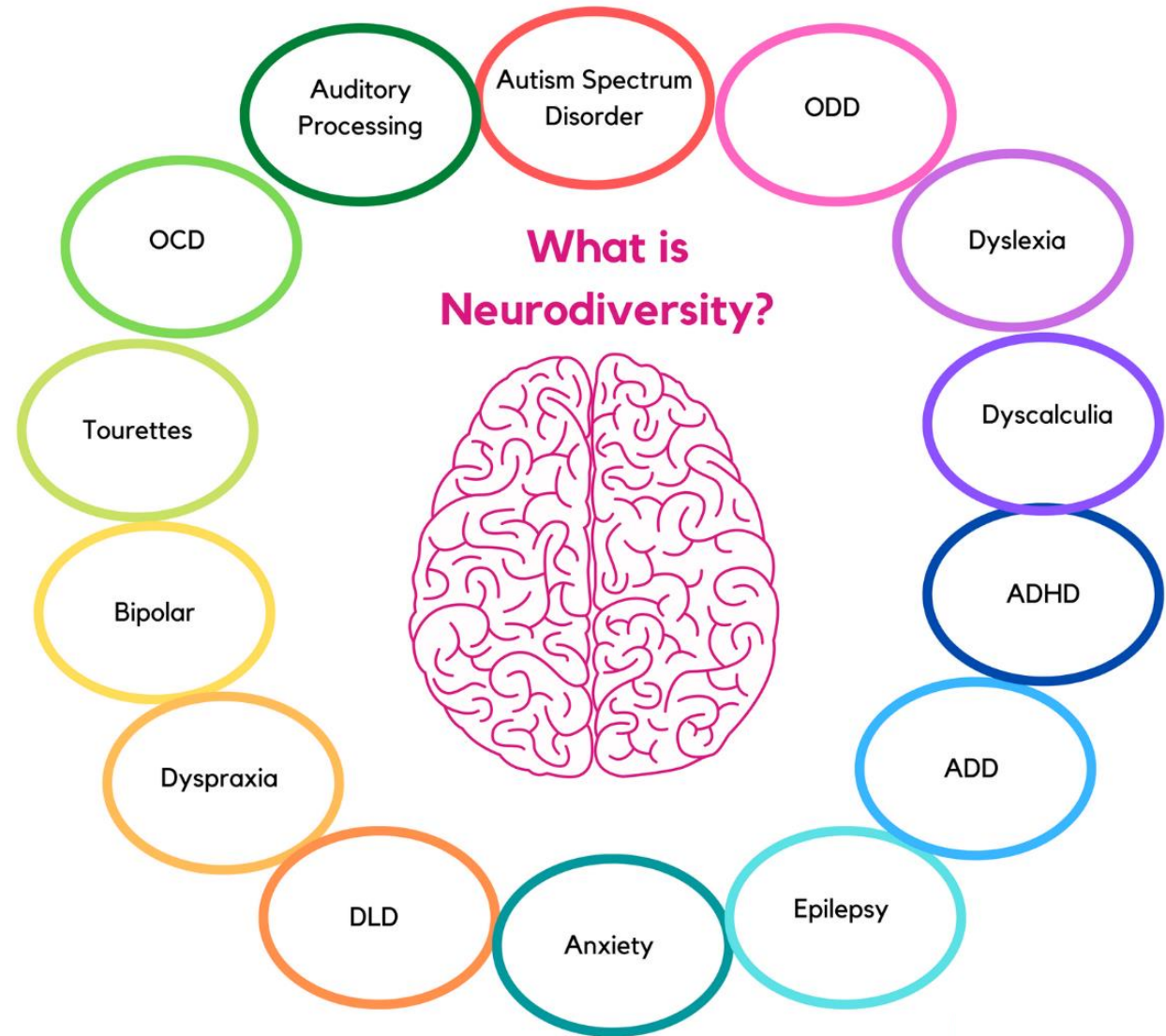


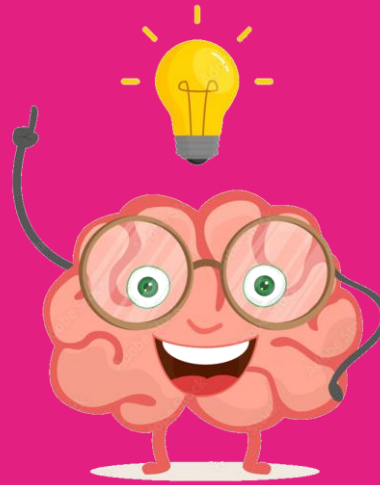
**NEURODIVERSITY
ENCOMPASSES MANY
CONDITIONS, WITH
THE 3 MOST COMMON
CONDITIONS BEING:**

DYSLEXIA (10%)

ADHD (5%)

ASD (2%)





DYSLEXIA

DYSLEXIA

In a nutshell



Dyslexia is a learning difficulty that primarily affects reading, writing, and spelling due to problems identifying speech sounds and learning how they relate to letters and words (decoding). Dyslexia is a result of individual differences in areas of the brain that process language.

Dyslexia is not due to problems with intelligence, hearing or vision. Most children with dyslexia can succeed with the help of explicit instructions, learning specialists or specialised programmes. Emotional support also plays an important role.

Children with dyslexia have a difficult time learning to read and write in a typical classroom setting. Most teachers often gear their lessons to students with auditory learning styles (i.e., talking to teach). Teachers lecture, explain and answer questions orally. The dyslexic learner cannot process this information using only his auditory modality. For this reason, dyslexic learners need to learn using an approach that simultaneously combines auditory, visual, and tactile learning strategies to teach skills and concepts.

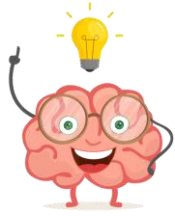
The constant battle between comprehension and note taking

It is important to be aware that for students with dyslexia lesson time can be a constant battle between comprehension and note-taking. Students must listen to instructions to learn and check their own understanding, whilst notes are important as dyslexics normally need to go over information several times to retain what they have learned. If students cannot actively participate during class, they are not able to ask questions. However, if they do not have sufficient notes, they are unable to revise and can quickly forget the information that they have understood.

Why do students with dyslexia find themselves in this situation?

Students with dyslexia often have difficulty listening and writing simultaneously. When listening to an explanation they could potentially have a level of comprehension just like anyone else. However, the moment that they start writing their ability to process any further information reduces drastically. To tackle this:

- Provide handouts with concise information that is crucial for the learners to retain
- Do not overcrowd handouts, have double line spacing and make sure they are linear
- Use a dyslexia friendly font. In other words, a font that is clear and not so crowded
- Encourage the use of graphic organisers for note taking to build autonomy



Tips & Tricks

Use a multisensory approach to learning.

Read out loud.

Avoid actions that break confidence.

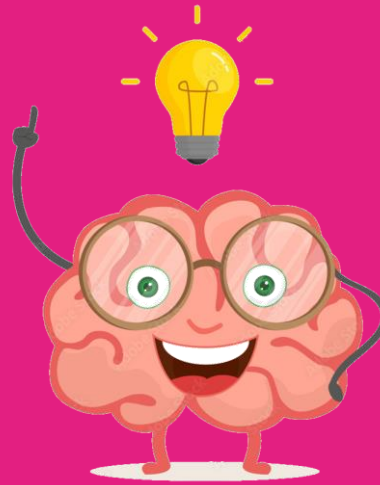
DYSLEXIA

Concrete Examples

Children with dyslexia learn most easily through hands-on activities. For example, when tackling maths problems, use real life cues and physical objects to help them make sense of things. Additionally, instead of writing, they can act or draw through the problem.

Actively reading out loud to a child enables you to use books that are above their independent reading level, helps them with fluency, extends their knowledge of the world, increases their vocabulary range, and instils a love for reading..

Students with dyslexia will probably have a lower level of spelling and grammar. Do not place too much emphasis on this, or you'll risk damaging the student's confidence in their ability to express their ideas. Furthermore, as it can take a little longer for dyslexic students to grasp new concepts, be mindful of asking them questions shortly after explaining something new.



ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

In a nutshell



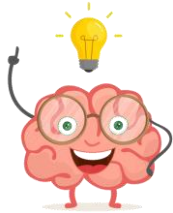
Attention-deficit/hyperactivity disorder (ADHD) is a chronic condition that affects millions of children and often continues into adulthood. ADHD includes a combination of persistent problems, such as difficulty sustaining attention, hyperactivity and impulsive behaviour.

The primary features of ADHD include inattention and hyperactive-impulsive behaviour. ADHD symptoms start before age 12, and in some children, they're noticeable as early as 3 years of age. ADHD symptoms can be mild, moderate or severe, and they may continue into adulthood.

There are three subtypes of ADHD:

- 1. Predominantly inattentive.** The majority of symptoms fall under inattention.
- 2. Predominantly hyperactive/impulsive.** The majority of symptoms are hyperactive and impulsive.
- 3. Combined.** This is a mix of inattentive symptoms and hyperactive/impulsive symptoms.

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)



Tips & Tricks

Avoid distractions.

Define flexible rules whenever this helps with concentration.

Break down workload, and give frequent breaks.

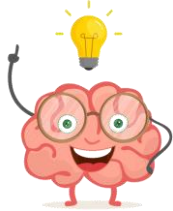
Concrete Examples

Students with ADHD benefit from being seated away from sources of classroom disruption such as doors, windows, cubby areas, and pencil sharpeners. Also try to limit other distractions, like excessive noise or visual stimuli like clutter.

Students with ADHD tend to be restless. It may be beneficial for the child to stand up during a task. Or consider using a stability ball.

For a child with ADHD, it can be helpful to reduce the total workload by breaking it down into smaller sections. In between sections, allow for a physical break, for example by having the child hand out or collect papers or classroom materials, run an errand, erase the board, getting a drink of water, etc.

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)



Tips & Tricks

Reward and encourage good behaviour.

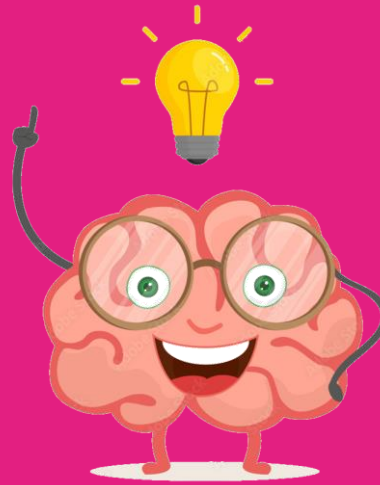
Set up a strong support system.

Concrete Examples

Use a reward system to encourage positive behaviour. Set realistic expectations and provide clear guidance, for example by creating a visual representation of what behaviour receive rewards. Involve the child in choosing the reward as this needs to be something they get excited about. To prevent boredom, change the reward frequently.

Establishing a strong working relationship with the student's parents is crucial. They know their child better than anyone and are a valuable source of information about which strategies do and don't work.

It can sometimes be helpful to arrange for peer support. Pairing a student with ADHD up with a willing, kind, and mature classmate can be a beneficial experience for both kids. A child's "study buddy" can give reminders, help them stay on task or refocus after being interrupted, and provide encouragement.



AUTISM SPECTRUM DISORDER (ASD)

AUTISM SPECTRUM DISORDER (ASD)

In a nutshell



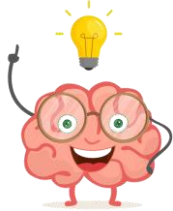
Autism spectrum disorder is a condition related to brain development that impacts how a person perceives and socializes with others, causing problems in social interaction and communication. The disorder also includes limited and repetitive patterns of behaviour.

The term "spectrum" in autism spectrum disorder refers to the wide range of symptoms and severity.

Some children show signs of autism spectrum disorder in early infancy, such as reduced eye contact, lack of response to their name or indifference to caregivers. Other children may develop normally for the first few months or years of life, but then suddenly become withdrawn or aggressive or lose language skills they've already acquired. Signs usually are seen by age 2 years.

Each child with autism spectrum disorder is likely to have a unique pattern of behaviour and level of severity, from low functioning to high functioning.

AUTISM SPECTRUM DISORDER (ASD)



Tips & Tricks

Avoid sensory overload.

Use visuals.

Be predictable.

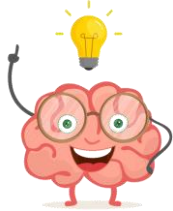
Concrete Examples

Designate an area in the classroom which remains free of stimulants (i.e., fluorescent lights, noises, clutter on walls, etc.). Some ASD students also benefit from being allowed to stand (instead of sitting) while listening to their teachers.

Using pictures and modelling will mean more to students with autism than a lengthy explanation. For example, cut an apple in four and an orange in two, to teach the concept of quarters and halves.

Structure and routine is the name of the game when it comes to Autism. Maintain the same daily routine (for example, hang up your coat, put your bag by your desk, check your timetable and place the books you need on your desk). When there are exceptions place a distinct picture that depicts the day's event in the child's planner.

AUTISM SPECTRUM DISORDER (ASD)



Tips & Tricks

Keep language/instructions concrete and short.

Embed lessons on social skills in the daily curriculum.

Look for unique interests and preferences.

Concrete Examples

Autistic students may find it difficult to recall the entire sequence. Instead, write the instructions down on a piece of paper.

Model appropriate social skills and discuss how our behaviour can make others feel. Create a few structured one-on-one interactions between students to promote their social skills. Take note that autistic children can't accurately interpret body language and touch, so minimal physical contact is best.

Many autistic children hyperfocus on one subject (for example planes or cars) so embed that specific interest in school work as often as possible. Parents and caregivers can be a fantastic source of knowledge about the child's preferences.

A man with a beard and two children are playing on a light-colored sofa in a living room. The man is sitting on the sofa, and the two children are on his shoulders, laughing and pointing. The room has a lamp on a side table and a coffee table in the foreground.

**DID THIS PRESENTATION
TRIGGER YOUR INTEREST?**

**WE HAVE GOT MUCH MORE
IN STORE FOR YOU AT
WWW.PAGSPROFILE.COM**