

The logo consists of the text "ELT well" in a white, sans-serif font, enclosed within a blue oval with a white border.

Supporting neurodiverse learners as they learn to learn

Dr. Anne Margaret Smith

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Language skills

reading

writing

listening

speaking

vocabulary

grammar

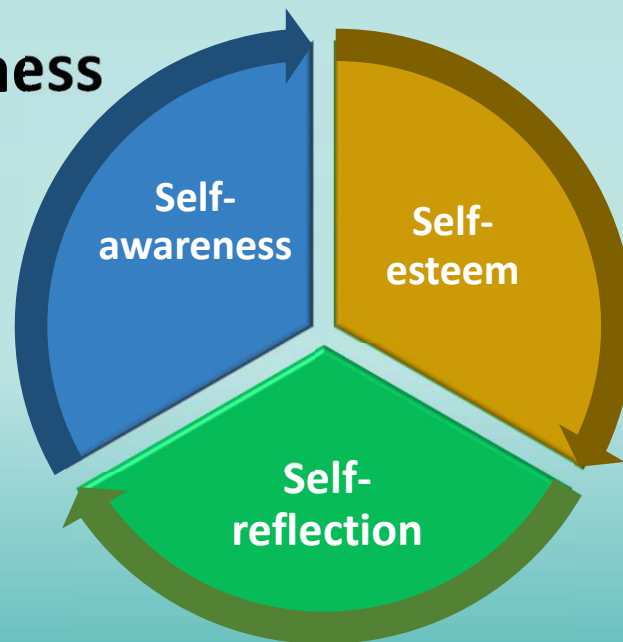
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Learning (and life) skills



3

Self-awareness

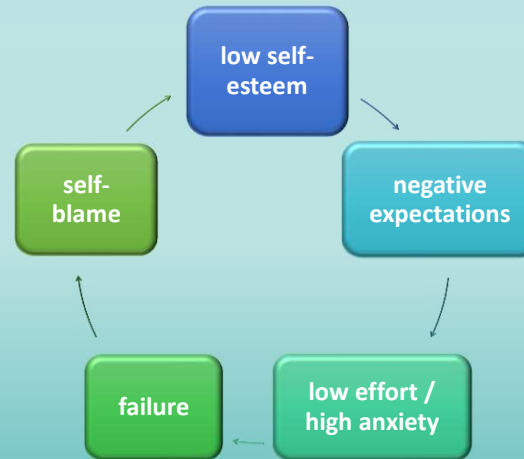


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Self-esteem

Low self esteem

can be more debilitating than being neurodiverse.



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Low self-esteem - causes

- unrealistic expectations (from parents / self / school)
- previous negative experiences
- comments from teachers / peers
(may have been misinterpreted)
- superficial comparison of self to others

6

How can we boost self-esteem?

7

Boost self-awareness through reflection on learning

	😊 I can:	😞 I need to practise:
recognise and say /p/	<input type="text"/>	<input type="text"/>
write P/p in words 	<input type="text"/>	<input type="text"/>
say these words:	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>

8

Video project: “Hire me!”

Aims:

- ✓ to highlight students’ special qualities or talents
- ✓ to develop persuasive techniques

Ask each student to plan and shoot a 2-3 min video. They may need / want to work in pairs.

Pre-teach vocabulary related to character / personality.

Help students plan & structure their work.

9

Thank you for the...

Write the names of all the students in the class on separate pieces of paper.

Give one to each student (not themselves!)

Tell them to thank that person for something they have done to make the class / course special.

E.g. Thank you, X, for always having spare paper / laughing at my jokes / opening the blinds.....

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Memory strategies

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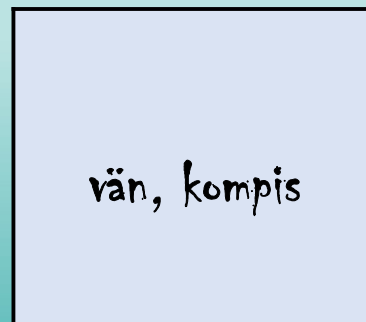
Vocabulary card

For example, a card for 'friend',
written by a Swedish student:

front

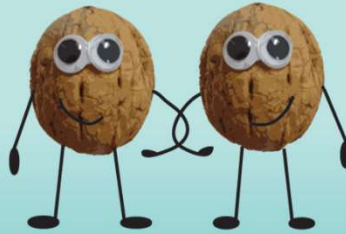


back



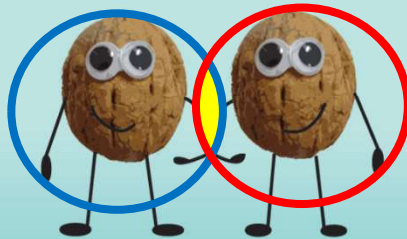
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Memory picture 'friend' in Swedish



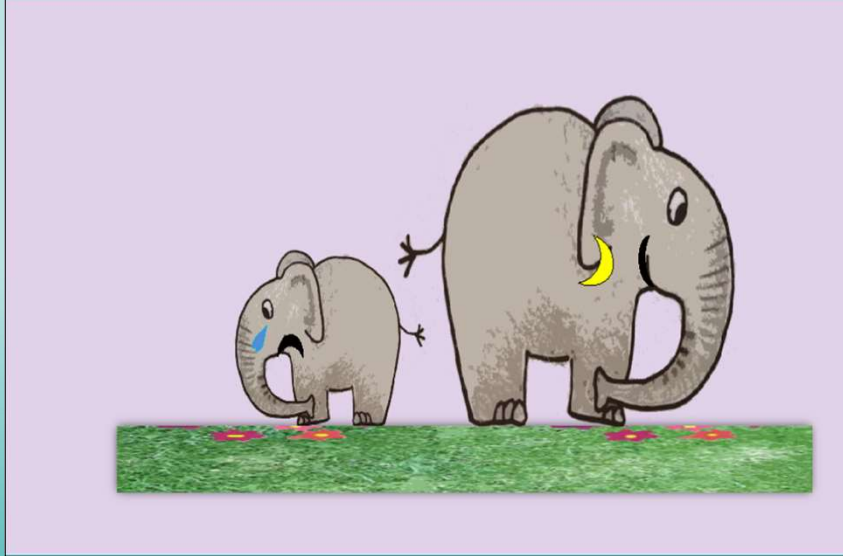
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Memory picture 'friend' in Swedish



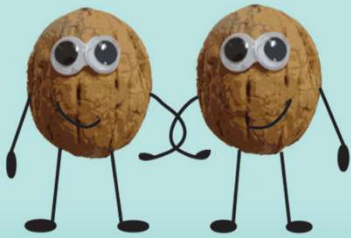
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Silly story / Mnemonic



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Silly story / Mnemonic



vän

“very
amiable
neighbour”

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Rhythm / melody: dance spellings

Use dance rhythms to help with repetition of spelling.

For 3-letter words

For 4-letter words

For 5-letter words

For 6-letter words



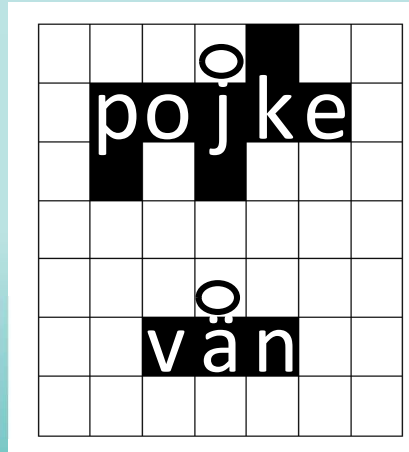
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Games: scrambled words

	k		p		i
		v		j	
f	e				
		ä		l	o
k			n		
	c				a

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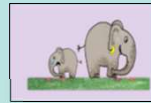
Games: word shapes



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Memory strategies

- Vocabulary cards / sound files
- Silly stories (mnemonics)
- Memory pictures
- Rhythms and melodies
- Games



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Organisation

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Time Management strategies

- Diary planning
- Reminders
- Cultural expectations about time
- Perception of time going by

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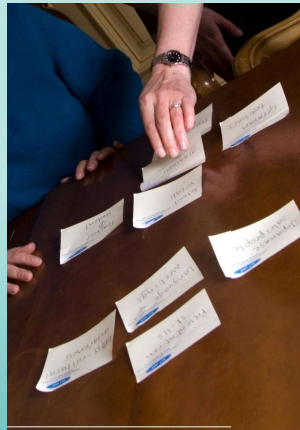
Time Management strategies

Let me know

when **two minutes** has gone by.

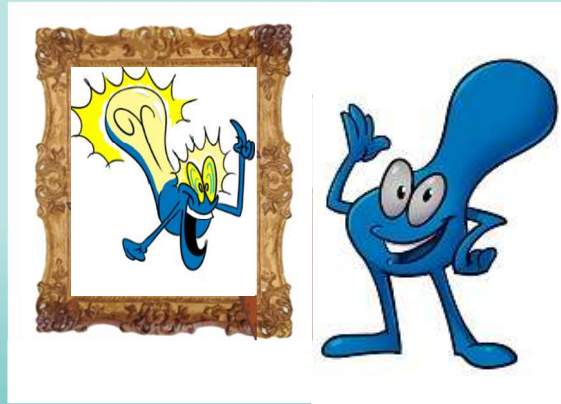
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Planning Post-it up



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Positive reflections



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Catch them doing something good!

share with the family

share with the class

share with the other teachers

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Self-esteem

Good self esteem

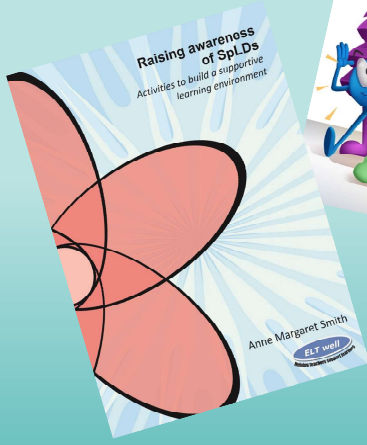
may be the most valuable element in the learning cycle.



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Want to know more?

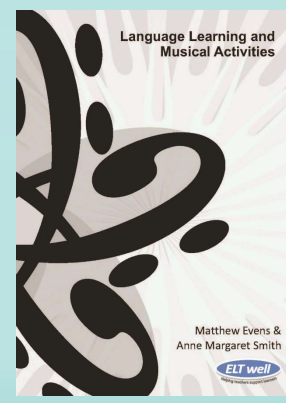
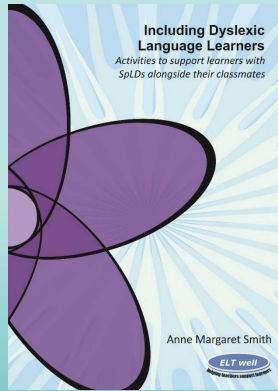
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Raising Awareness of SpLDs

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Including Dyslexic Language Learners



Language Learning and Musical Activities

workshop on February 1st!

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IATEFL special interest group
Inclusive Practices and SEN

<https://ipsen.iatefl.org/>
ipsensig@iatefl.org



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Online moderated course
starts **20th April:**

**‘Dyslexia and foreign
language learning’**

FutureLearn and
Lancaster University

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References and further information

Grant, D. (2017) *That's the Way I Think: Dyslexia, dyspraxia, ADHD and dyscalculia explained.* (3rd Edition). Abingdon; Routledge.

Kormos, J. and Smith, A.M. (2012) *Teaching Languages to Students with Specific Learning Differences.* Bristol; Multilingual Matters.

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Smith, A.M. (2017) *Raising Awareness of SpLDs.* Lancaster: ELT well

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ELT well

Thanks
for coming today.

Anne Margaret Smith

ams@ELTwell.co.uk

#StillEuropean

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