



It can feel challenging to have dyslexic or autistic learners in your class, but the truth is that humans are incredibly neurodiverse; we just have to figure out what the range is in each group.

Teachers often tell me that it's difficult when they have neurodivergent students in a group – learners who have dyslexia, AD(H)D, autism etc. There is a perception that they will have to teach them separately, creating a lot of extra work. In fact, neurodiversity is a natural feature of the human population – our brains are all different in some way. The trick is to adapt teaching practices to be as inclusive as possible, and in order to do that it's important to understand the most commonly-identified specific learning differences: dyslexia, dyspraxia, dyscalculia, AD(H)D and autism.

Of course, an identification of one of these SpLDs does not tell the full story, but it could be a useful starting point for a well-informed teacher. In most cases, these SpLDs overlap and co-occur, which may not have been picked up by the assessor. Teachers need to get to know their learners as well as they can, in order to recognise their strengths and areas of challenge, and to find the most effective ways to teach. An understanding of the common ground shared by these SpLDs is vital to implementing inclusive teaching, which will benefit everyone in the class.

If you would like to understand how SpLDs and other forms of neurodiversity can impact on learning, join the online course 'Understanding Neurodiversity'. More details from [Learn for Pleasure](#) or [ELT well](#).