

Week 3: Using Visuals to Share Insight into Lesson Structure

One aspect of neurodiversity is having differences with executive functions.

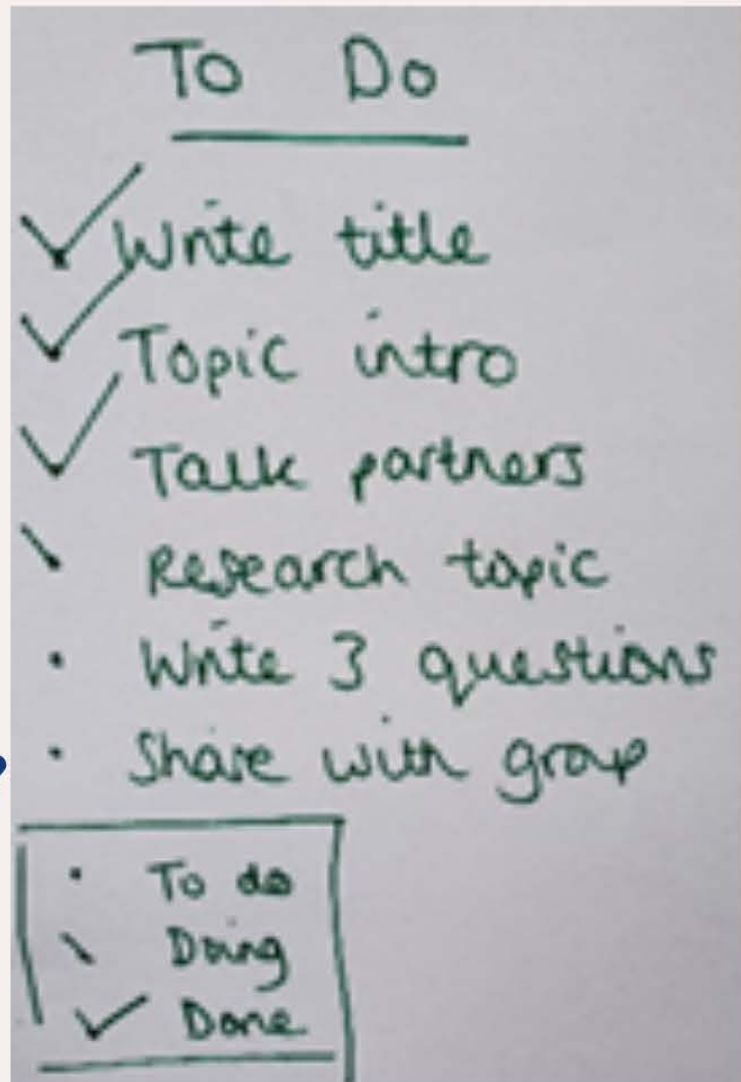
These are skills we all use to keep ourselves organised, both physically and emotionally, for example:

- time management
- planning and sequencing steps in a task
- knowing how to start, continue and stop
- controlling emotional responses

How can I help?

One of the key things you can do, is to break down the steps in a task/lesson visually.

- 1.Reinforce verbal instructions either 121 or to the whole class (many will benefit)
- 2.Write key words or symbols to represent each step
- 3.Encourage them to take ownership of their progress - they can create their own 'key' to track where they are with each step (see example above)



If you have a certain topic you would like tips on, email rebecca.duffus@cognus.org.uk