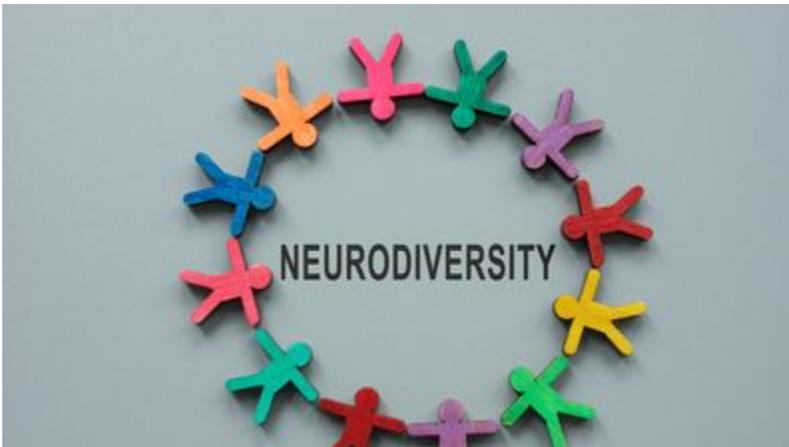
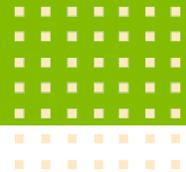




Viewpoints

Inspiration From A Neurodivergent Special Education Teacher



The importance of tailored teaching practices for neurodivergent students cannot be overstated, as these practices are crucial for ensuring equitable access to education. Neurodivergent students, including those with autism, ADHD, dyslexia, and other neurological differences, often have unique learning needs that standard teaching methods may not address effectively. Implementing teaching strategies that accommodate these differences helps to create an inclusive learning environment where all students can succeed. By employing differentiated instruction, structured routines, and sensory-friendly classrooms, educators can significantly enhance the learning experience for neurodivergent students, allowing them to fully engage with the curriculum and reach their potential.

Moreover, effective teaching practices for neurodivergent students promote their social-emotional development and overall well-being. These students may face challenges in areas such as social interaction, emotional regulation, and self-advocacy, which are critical for both academic success and personal growth. By integrating social-emotional learning (SEL) into the curriculum and fostering a



supportive classroom culture, educators can help neurodivergent students develop essential life skills. This not only improves their academic performance but also prepares them for future challenges beyond the classroom. Ultimately, investing in appropriate teaching practices for neurodivergent students benefits the entire educational community by fostering an environment of empathy, understanding, and mutual respect, which is essential for the holistic development of all students.

Elliott is what's now called twice exceptional, a term used to refer to children who are gifted in some areas, but also experience a learning or developmental challenge. In Elliott's case, that challenge was attention deficit/hyperactivity disorder which made it difficult for her to manage her time and focus her attention.

She remembers being in college and thinking, "People told me I was so smart, but why am I struggling so hard?"

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