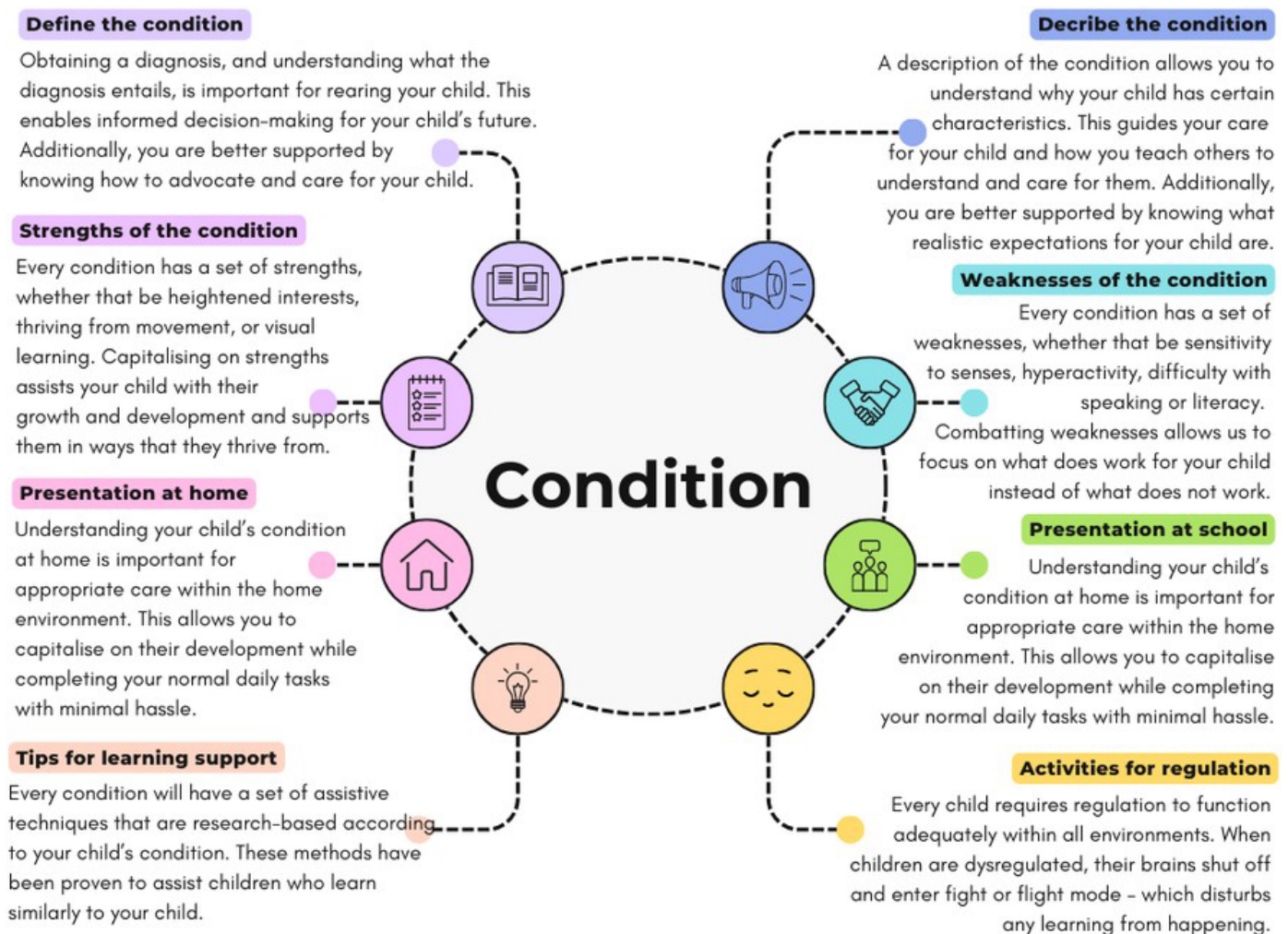


# Parent Friendly Insights

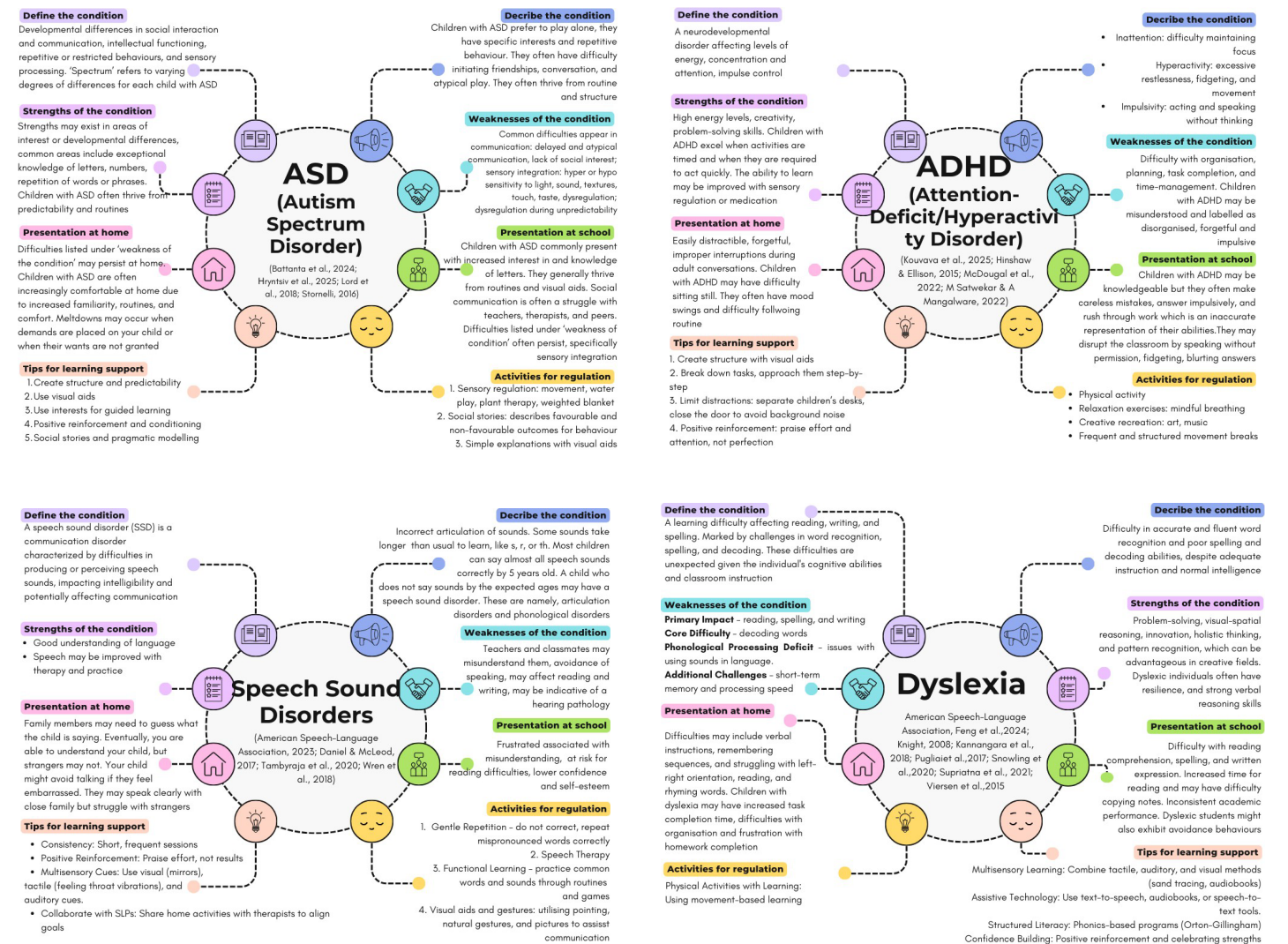
*A look into common aspects associated with your child*

Have you ever looked at your child and wondered what goes through their mind? Have you ever faced challenges in how to care for your child? You might be surprised to know that you are one of many parents who has experienced this (Battanta et al., 2024). Research explains that many parents, especially those with neurodivergent children, experience challenges with caring for and understanding their children (Battanta et al., 2024). Therefore, investing in understanding your child is important to enable appropriate care for them.

At The Bridge School Morningside, many of our children present with similar characteristics. Obtaining a diagnosis is important to help understand and care for your child in ways that are appropriate to their condition. For this reason, we have developed the following framework to allow us to describe our learners against the condition they present with.



Additionally, we have completed our template to include several common conditions existing within children at our school. These conditions are Autism Spectrum Disorder, Attention Deficit/Hyperactivity Disorder, Speech Sound Disorders, and Dyslexia. For a bigger look, these resources may be found at the end of this document.



Understanding neurodiversity helps us appreciate the unique strengths and challenges each child faces. By providing the right support, encouragement, and accommodations, parents and educators can empower children to thrive in their own way. Every child's journey is different, and fostering a positive, accepting environment makes all the difference in their confidence and success.

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## Define the condition

Developmental differences in social interaction and communication, intellectual functioning, repetitive or restricted behaviours, and sensory processing. 'Spectrum' refers to varying degrees of differences for each child with ASD

## Strengths of the condition

Strengths may exist in areas of interest or developmental differences. Common areas include exceptional

knowledge of letters, numbers, repetition of words or phrases.

Children with ASD often thrive from predictability and routines

## Presentation at home

Difficulties listed under 'weakness of the condition' may persist at home. Children with ASD are often

increasingly comfortable at home due to increased familiarity, routines, and

comfort. Meltdowns may occur when demands are placed on your child or when their wants are not granted

## Tips for learning support

1. Create structure and predictability
2. Use visual aids
3. Use Interests for guided learning
4. Positive reinforcement and conditioning
5. Social stories and pragmatic modelling

## Describe the condition

Children with ASD prefer to play alone, they have specific interests and repetitive behaviour. They often have difficulty initiating friendships, conversation, and atypical play. They often thrive from routine and structure

## Weaknesses of the condition

Common difficulties appear in communication: delayed and atypical communication, lack of social interest,

sensory integration: hyper or hypo sensitivity to light, sound, textures,

touch, taste, dysregulation; dysregulation during unpredictability

## Presentation at school

Children with ASD commonly present increased interest in and knowledge of letters. They generally thrive

from routines and visual aids. Social communication is often a struggle with

teachers, therapists, and peers. Difficulties listed under 'weakness of condition' often persist, specifically sensory integration

## Activities for regulation

1. Sensory regulation: movement, water play, plant therapy, weighted blanket
2. Social stories: describes favourable and non-favourable outcomes for behaviour
3. Simple explanations with visual aids



ASD

(Autism Spectrum)

Spectrum Disorder)

(Bottaranta et al., 2024; Hyatt et al., 2025; Lord et al., 2018; Stornelli, 2016)

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## Define the condition

A neurodevelopmental disorder affecting levels of energy, concentration and attention, impulse control

## Strengths of the condition

High energy levels, creativity, problem-solving skills. Children with ADHD excel when activities are timed and when they are required

to act quickly. The ability to learn may be improved with sensory regulation or medication

## Presentation at home

Easily distractible, forgetful, improper interruptions during adult conversations. Children with ADHD may have difficulty sitting still. They often have mood swings and difficulty following routine

## Tips for learning support

1. Create structure with visual aids
2. Break down tasks, approach them step-by-step
3. Limit distractions: separate children's desks, close the door to avoid background noise
4. Positive reinforcement: praise effort and attention, not perfection

## Describe the condition

- Inattention: difficulty maintaining focus
- Hyperactivity: excessive restlessness, fidgeting, and movement
- Impulsivity: acting and speaking without thinking

## Weaknesses of the condition

Difficulty with organisation, planning, task completion, and time-management. Children with ADHD may be misunderstood and labelled as

disorganised, forgetful:

## Presentation at school

Children with ADHD may be knowledgeable but they often make careless mistakes, answer impulsively, and rush through work which is an inaccurate representation of their abilities. They may disrupt the classroom by speaking without permission, fidgeting, blurting answers

## Activities for regulation

- Physical activity
- Relaxation exercises: mindful breathing
- Creative recreation: art, music
- Frequent and structured movement breaks



## Define the condition

A speech sound disorder (SSD) is a communication disorder characterized by difficulties in producing or perceiving speech sounds, impacting intelligibility and potentially affecting communication

## Strengths of the condition

- Good understanding of language
- Speech may be improved with therapy and practice

## Presentation at home

Family members may need to guess what the child is saying. Eventually, you are able to understand your child, but strangers may not. Your child might avoid talking if they feel

## Tips for learning support

- Consistency: Short, frequent sessions
- Positive Reinforcement: Praise effort, not results
- Multisensory Cues: Use visual (mirrors),

tactile (feeling throat vibrations), and auditory cues.

- Collaborate with SLPs: Share home activities with therapists to align goals

## Describe the condition

Incorrect articulation of sounds. Some sounds take longer than usual to learn, like r, or th. Most children can say almost all speech sounds correctly by 5 years old. A child who does not say sounds by the expected ages may have a speech sound disorder. These are namely, articulation

disorders and phonological disorders

## Weaknesses of the condition

Teachers and classmates may misunderstand them, avoidance of speaking, may affect reading and writing, may be indicative of a hearing pathology

## Presentation at school

Frustration associated with misunderstanding, at risk for lower confidence and self-esteem

## Activities for regulation

1. Gentle Repetition - do not correct, repeat mispronounced words correctly
2. Speech Therapy
3. Functional Learning - practice common words and sounds through routines and games
4. Visual aids and gestures: utilising pointing, natural gestures, and pictures to assist communication

## Define the condition

A learning difficulty affecting reading, writing, and spelling. Marked by challenges in word recognition, spelling, and decoding. These difficulties are unexpected given the individual's cognitive abilities and classroom instruction

## Weaknesses of the condition

Core difficulty- reading, spelling, and writing

**Phonological Processing Deficit** - issues with using sounds in language.

**Additional Challenges**- short-term memory and processing speed

## Presentation at home

Difficulties may include verbal instructions, remembering

sequences, and struggling with left-right orientation, reading, and rhyming words. Children with dyslexia may have increased task completion time, difficulties with organisation and frustration with homework completion

## Activities for regulation

Physical Activities with Learning:  
Using movement-based learning

## Describe the condition

Difficulty in accurate and fluent word recognition and poor spelling and decoding abilities, despite adequate instruction and normal intelligence

## Strengths of the condition

Problem-solving, visual-spatial reasoning, innovation, holistic thinking, and pattern recognition, which can be advantageous in creative fields.

Dyslexic individuals often have resilience, and strong verbal reasoning skills

## Presentation at school

Difficulty with reading

comprehension, spelling, and written expression. Increased time for reading and may have difficulty copying notes. Inconsistent academic performance. Dyslexic students might also exhibit avoidance behaviour

## Tips for learning support

Multisensory Learning: Combine tactile, auditory, and visual methods (sand tracing, audiobooks)

Assistive Technology: Use text-to-speech, audiobooks, or speech-to-text tools.

Structured Literacy: Phonics-based programs (Orton-Gillingham)

Confidence Building: Positive reinforcement and celebrating strengths