



PROFESSIONAL LEARNING SERIES

TEACHING NEURODIVERGENT LEARNERS IN EDUCATIONAL SETTINGS (TNLES)

Curriculum-connected instruction • Accessible learning • Responsive support

COURSE DESCRIPTION

Teaching Neurodivergent Learners in Educational Settings (TNLES) helps educators, learning support professionals and learning teams turn curriculum expectations, outcomes, competencies and learning standards into accessible teaching and learning opportunities for neurodivergent learners.

The series focuses on keeping learning connected to curriculum while adapting activities, materials, pace, environment, response options and levels of support to learner needs. It uses pan-Canadian learning domains adaptable to different educational environments, with practical examples, planning templates, classroom tools and educator handouts.

INTENDED AUDIENCE

Teachers, learning support professionals, special education personnel, private and independent school educators, tutors, and individuals interested in supporting neurodivergent learners.

LEARNING OUTCOMES

By the end of the learning series, participants will be able to:

- ✓ **Understand the learner:** Develop strengths-focused learner profiles; recognize communication, sensory, attention, executive-functioning, motor, emotional and environmental barriers; use observations and readiness information.
- ✓ **Connect instruction to curriculum:** Interpret curriculum expectations and standards; turn them into accessible goals; distinguish the intended learning from the task, format or response method.
- ✓ **Deliver responsive instruction:** Sequence and break down learning; use modelling, guided practice, repetition, scaffolds and prompts; adjust support toward greater independence.
- ✓ **Adapt without losing the goal:** Modify materials, pacing, instructions, sensory demands and response options; respond flexibly to regulation and emotional needs while preserving intended learning.
- ✓ **Plan aligned learning:** Organize goals, teaching steps, materials, adaptations, response options and evidence collection into practical, flexible instructional plans.
- ✓ **Assess and plan next steps:** Collect and interpret evidence of learning, including level of support and independence; document progress and determine appropriate next instructional steps.

PROFESSIONAL GROWTH & CAREER OPPORTUNITIES

Developing practical skills in supporting neurodivergent learners can enhance professional competencies, broaden instructional expertise, and strengthen preparation for career opportunities in inclusive education and learning support. This learning series offers valuable professional development for:

- Learning Support Professionals
- Classroom Teachers
- Special Education and Learning Support Personnel
- Private and Independent School Educators
- Tutors and Learning Support Practitioners
- Individuals Exploring Learning Support Roles



TNLES | PROGRAM INFORMATION

COMPLETION

Participants must complete the required content and achieve a minimum grade of 70% on the course quizzes to receive the Completion Record and Certificate.

FREQUENTLY ASKED QUESTIONS

1. Q: Do I need a background in education to participate?

A: The learning series is intended for educators, learning support professionals, tutors, special education personnel, and individuals interested in supporting neurodivergent learners. Previous experience in education may be helpful but is not necessary, as the learning series introduces foundational concepts and practical instructional strategies.

2. Q: What kinds of skills will I develop?

A: Participants develop practical skills they can apply in classrooms and other educational settings to support neurodivergent learners, including:

- Identifying individual learning needs and selecting appropriate classroom teaching strategies.
- Breaking down curriculum expectations into manageable learning activities without losing the intended learning goals.
- Modifying assignments, worksheets, instructions, and classroom tasks to improve accessibility and participation.
- Using modelling, visual supports, guided practice, and structured routines to help learners understand and complete tasks.
- Managing classroom transitions, sensory challenges, and changes in learner readiness or regulation.
- Adjusting instructional support to encourage participation, confidence, and greater independence.
- Providing alternative ways for learners to demonstrate their knowledge and understanding.
- Assessing student progress, documenting learning achievements, and using observations to plan subsequent instruction.

3. Q: Can this professional learning support my career development?

A: The skills are relevant to inclusive education, learning support, individualized instruction, tutoring and curriculum adaptation. They may complement existing qualifications and experience. Employment requirements vary by employer.

4. Q: Can the instructional strategies be applied across different educational settings and provincial curricula?

A: Yes. Pan-Canadian learning domains support application across educational settings and provincial curricula while maintaining curriculum goals and adapting activities, materials, pacing, responses and support levels.

5. Q: How is successful completion determined?

A: Complete the required learning content and achieve a minimum grade of 70% on the course quizzes. CCATT issues a Completion Records showing completion status and grade.

7. Q: Can I complete the learning from outside Canada?

A: Yes. The learning series is delivered entirely online and can be accessed from anywhere with a reliable internet connection. International participants are responsible for determining and meeting any visa, study permit, or immigration requirements applicable to their individual circumstances prior to registering for the program. CCATT does not provide immigration advice or assume responsibility for obtaining visas or study permits. Visa and immigration-related circumstances do not constitute grounds for a refund.

8. Q: Are all the necessary learning materials provided?

A: Yes. All materials required to complete the learning series are included. No additional textbooks or learning resources are necessary.

9. Q: How can I obtain additional information?

A: Email info@ccatt.ca. Program information and enrolment options are available at www.ccatt.ca.

LEARN MORE / ENROL

Explore the TNLES program at www.ccatt.ca | Questions? Email info@ccatt.ca

Canadian Centre for Advanced Training and Teaching (CCATT)