**Title: Enhancing English Language Learning for Autistic/ADHD Children: Effective Learning Strategies**

Teaching English to children with autism spectrum disorder (ASD) or attention deficit hyperactivity disorder (ADHD) requires a tailored approach that addresses their unique learning needs. This article explores effective reading and writing strategies to enhance English language learning for autistic/ADHD children. Drawing insights from research and educational literature, we aim to provide practical guidance for educators and parents working with these exceptional learners.

**Understanding the Learning Profiles of Autistic/ADHD Children:**

To develop effective teaching strategies, it is essential to understand the learning profiles of autistic/ADHD children. According to We (2018), autistic/ADHD children benefit from experiential and sensory-based learning. Traditional rote methods may not be as effective, as these children thrive in environments that allow for creativity, exploration, and individual expression.

Visual Supports: Incorporate visual supports such as visual schedules, graphic organizers, and visual aids to help autistic/ADHD children comprehend and organize information. This visual representation supports their understanding and promotes engagement.

Multi-Sensory Approaches: Utilize multi-sensory techniques that involve touch, movement, and visual stimuli to reinforce reading skills. For example, using textured letters, tactile materials, or manipulatives can facilitate letter recognition and phonics instruction.

Structured Reading Activities: Implement structured reading activities that provide predictability and clear expectations. Breaking down reading tasks into smaller, manageable chunks and incorporating repetition can help autistic/ADHD children build reading fluency and comprehension.

**Writing Strategies**:

Visual Supports for Writing: Offer visual supports such as visual prompts, graphic organizers, and visual cues to assist autistic/ADHD children in generating and organizing their ideas for writing. These supports provide structure and support executive functioning skills.

Assistive Technology: Integrate assistive technology tools, such as word prediction software or speech-to-text applications, to support writing skills. These tools can help overcome challenges related to handwriting or spelling, allowing autistic/ADHD children to focus on expressing their ideas effectively.

Personalized Writing Activities: Encourage personalized writing activities that tap into the interests and strengths of autistic/ADHD children. This can include writing about their special interests or incorporating their preferred topics into writing assignments, fostering motivation and engagement.

**Insights from Research and Literature:**

Savickaite et al. (2022) highlight the potential of technology-based interventions for autistic/ADHD individuals. Tablet-based apps and digital tools can be harnessed to engage autistic/ADHD children in reading and writing activities, capitalizing on their affinity for technology and providing interactive learning experiences.

Fisher (2023) emphasizes the importance of embracing neurodiversity and self-directed education for exceptional learners. Allowing autistic/ADHD children to have a say in their learning, incorporating their interests, and offering choice can foster intrinsic motivation and empower them as active participants in their own education.

Conclusion:

Teaching English to autistic/ADHD children requires an individualized and inclusive approach that recognizes their unique learning profiles. By employing effective reading and writing strategies tailored to their needs, educators and parents can facilitate language acquisition and enhance the language learning experience for these exceptional learners. Incorporating visual supports, multi-sensory approaches, assistive technology, and personalized activities can help unlock the potential of autistic/ADHD children, promoting their engagement, communication, and self-expression in the realm of English language learning.

Reference

We, A. Y. W. (2018). Life is not paradoxical, life is art. Life is not calculated by autistic robot, life is must felt and created.

Savickaite, S., Morrison, C., Lux, E., Delafield-Butt, J., & Simmons, D. R. (2022). The use of a tablet-based app for investigating the influence of autistic and ADHD traits on performance in a complex drawing task. *Behavior Research Methods*, *54*(5), 2479-2501.

Fisher, N. (2023). *A Different Way to Learn: Neurodiversity and Self-Directed Education*. Jessica Kingsley Publishers.