

Provide options to create, learn, and share

A suggestion for implementing the strategy 'Helpful classroom strategies years 9-13' from the Guide: [ASD and learning](#)

Includes:

Enable students to personalise learning

Provide quiet work spaces

Utilise presentation tools

Read & Write for Google

Jigsaw learning

Support success in assessments

Inclusive Education

From

Guide: [ASD and learning](#)

Strategy: [Helpful classroom strategies years 9-13](#)

Suggestion: [Provide options to create, learn, and share](#)

Date

19 April 2020

Link

www.inclusive.tki.org.nz/guides/asd-and-learning/provide-support-and-options-for-students-to-create-learn-and-collaborate-2

Enable students to personalise learning

Set up the learning space so students can adjust it to suit their needs and preferences.

Make options and supports available to everyone.

- ▲▲ Create opportunities where students can personalise learning tasks and projects and build on their knowledge, experience, and strengths.
- ▲▲ Develop success criteria with the students and present them with clear visual supports.
- ▲▲ Provide opportunities for students to gain confidence using a range of media so they can select the most appropriate to express their learning.
- ▲▲ Make learning support tools (text-to-speech, graphic organisers, planning tools and so on) available for all students.
- ▲▲ Offer a flexible learning environment with a variety of seating and working spaces.
- ▲▲ Offer a reader-writer or assistive technologies to support success in assessments.

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Provide quiet work spaces



Source: [EDtalks](#)

Source:

[EDtalks](#)

<http://www.edtalks.org/>

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Provide quiet working spaces alongside collaborative spaces. Support the use of silencer headphones and the option of listening to music.

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Utilise presentation tools



Source: [CORE Education](#)

Source:

[CORE Education](#)

<http://core-ed.org/>

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Slide-based presentation tools can provide students with a framework for sharing thinking. Each slide can be dedicated to a new idea or element of an assignment.

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Read & Write for Google

This video shows all the features of Read & Write for Google, specifically using it for Google Docs.

Source: [Teacher's Tech \(Canada\)](#) No captions or transcript

Source:

[Teacher's Tech \(Canada\)](#)

https://www.youtube.com/channel/UCO66zvpQorINfs_7hFCfmaw



Video hosted on Youtube <http://youtu.be/jhUXXBrXWoc>

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Jigsaw learning

Use **jigsaw learning** combined with **structured teaching strategies** to plan for individual needs within a group work situation.

Allocate the student an appropriate task within the group and provide visual information to enable him/her to take part.

This approach enables the student to concentrate upon one specific part of an overall group task, reducing distraction and removing superfluous information, which may overload a student who has difficulty retaining the detail required for addressing the whole activity. This can increase meaning and reduce the anxieties pupils with ASD experience when learning within a social context.

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Support success in assessments

Discuss with students what support they need to demonstrate their understanding in assessments.

- Identify possible barriers in the physical environment, for example: unfamiliar layout of room, lighting, temperature.
- Identify possible barriers in the resources and materials, for example: cluttered presentation, hard-to-read diagrams, unclear layout, hard-copies only.
- Managing time allocations using visual timers and calendar tools.
- Approaches to managing anxiety such as mindfulness, positive self-talk, and identifying solutions to anticipated problems prior to the assessment.
- Approaches to maintaining concentration such as negotiating breaks.
- Use of digital technologies such as text-to-speech and predictive text.
- Pre-teaching specific assessment/exam skills, such as how to approach multiple choice questions.
- Identify whether a [SAC application](#) needs to be made for NCEA.

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