

Support processing and organisation with recommended approaches

A suggestion for implementing the strategy 'Helpful classroom strategies years 1-8' from the Guide: [ASD and learning](#)

Includes:

- Provide structure for task completion
 - Use visual timetables
 - Support self management
 - Support concept development
 - Support thinking and pattern recognition
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Inclusive Education

From

Guide: [ASD and learning](#)

Strategy: [Helpful classroom strategies years 1-8](#)

Suggestion: [Support processing and organisation with recommended approaches](#)

Date

21 January 2019

Link

www.inclusive.tki.org.nz/guides/asd-and-learning/support-processing-and-organisation-with-recommended-approaches

Provide structure for task completion

Give students with ASD the time they need to succeed.

Consider reducing the quantity rather than the complexity of the learning for students.

- ▲▲ Provide instruction in short segments (for example, teach → student activity → teach → student activity).
- ▲▲ Provide students with a checklist with tasks broken into smaller segments. Highlight key parts of the task.
- ▲▲ Before beginning a task, have students explain their understanding of what they are doing (they can do this with a buddy).
- ▲▲ Give positive feedback to students who start promptly.
- ▲▲ Check on student progress frequently.
- ▲▲ Ensure that all materials and resources are accessible.

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Use visual timetables

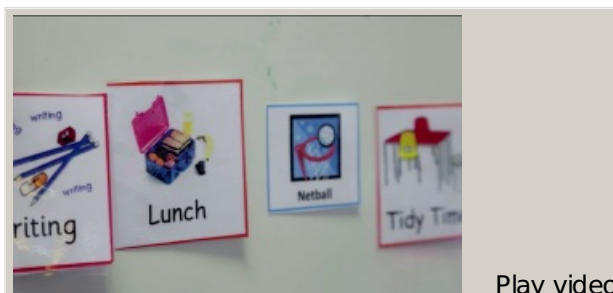
Visual timetables support spoken instructions, provide a reference point for “what next”, and show changes in the routine.

Source: [Ministry of Education, inclusive education videos \(NZ\)](#)

Closed
Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)
<http://vimeo.com/album/2950799>



Video hosted on Vimeo <http://vimeo.com/100662378>

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Support self management

Create a predictable environment supported with visuals.

Teach and model how to use planning and scheduling tools effectively.

- ▲▲ Make visual exemplars of a process or how to complete a task.
- ▲▲ Label key areas of the classroom and resources with visual and text labels.
- ▲▲ Use charts, visual calendars, colour-coded schedules, visible timers, and visual cues to increase the predictability of regular activities, transitions between environments and activities, and changes in discussion topics.
- ▲▲ Make graphic organisers and flowcharts available to support breaking tasks into chunks, and thinking and planning in all curriculum areas.

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Support concept development

Build new learning on solid foundations.

Provide multiple opportunities to revisit a new idea or concept.

- ▲▲ Check to ensure that students retain and can demonstrate previously-learned skills before beginning new learning.
- ▲▲ Teach new skills using a variety of methods, materials and contexts and using concrete, practical and visual materials.
- ▲▲ Reinforce abstract concepts with visual and concrete materials.
- ▲▲ Make explicit connections between new knowledge and previous experience.
- ▲▲ Make connections to high interest and practical everyday situations.
- ▲▲ Offer multi-sensory explanations and demonstrations.
- ▲▲ Provide extra time and opportunities for additional repetition and reinforcement – where applicable, involve a buddy, parents, or a support teacher.

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Support thinking and pattern recognition

Tools and approaches to help students to recognise patterns, critical features, big ideas and relationships.

- ▲▲ Use visuals (graphics, photos, cartoons, pictures) to support text and talk when explaining anything.
- ▲▲ Offer 3D virtual and physical models and real objects to help students identify critical features.
- ▲▲ Use mind maps, flowcharts, and outlines to help students unpack big ideas and relationships.
- ▲▲ Give students multiple opportunities to engage with new ideas and concepts.
- ▲▲ Provide extra time for students to think and process before needing to respond in a discussion.
- ▲▲ Use mindmaps to brainstorm ideas.
- ▲▲ Support group and class discussions with visual annotations to prompt later recall of key ideas.
- ▲▲ Make thinking tools and approaches available across all curriculum areas.

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