

# Present information in different ways

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

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## **Includes:**

Use visuals

Support understanding with visuals

Take a multi-sensory approach

Use video modelling

Use emoticons

## Use visuals

Build a shared understanding of the meaning of visuals.

Some students may focus on unexpected parts of the image that you have not noticed, for example, items in the background.

- ✓ Make visuals of daily tasks, processes and steps.
- ✓ Label resources with visuals, colours and text for easy identification.
- ✓ Make visuals and resources easy to find by using clearly divided zones, for example a maths resources zone.
- ✓ Use charts, visual calendars, colour-coded schedules, visible timers, and visual cues to increase the predictability of regular activities.
- ✓ Offer graphic organisers and flowcharts to break tasks into shorter chunks.
- ✓ Use visuals, social stories and video models to support learning of new skills or behaviours.

## Support understanding with visuals

### Making a banana smoothie

1.  
Collect  
ingredients



2.  
Blend ingredients  
together



3.  
Drink your  
smoothie



[View full image \(49 KB\)](#)

Inclusive Education

From

Guide: [Autism and learning](#)

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

Suggestion: [Present information in different ways](#)

Date

18 May 2024

Link

[inclusive.tki.org.nz/guides/autism-and-learning/present-information-in-different-ways-2](https://inclusive.tki.org.nz/guides/autism-and-learning/present-information-in-different-ways-2)

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## Take a multi-sensory approach

Ask the student what will help and offer multiple ways to build understanding.

- ✓ Offer real experiences.
- ✓ Use images, audio and video to support text and spoken information.
- ✓ Use physical or online manipulatives and tools to support tasks. For example number lines, base ten blocks, counters and scales.
- ✓ Use closed captions on videos.
- ✓ Use online simulations when possible, for example, online experiments.
- ✓ Offer digital text alongside printed versions so students can personalise it by enlarging it, listening to it, or changing the font, colours and filters.
- ✓ Make instructions, demonstrations, or key content rewindable and accessible 24/7 using screencasts, recordings, images and videos.
- ✓ Put content in a variety of formats in one place, for example, a video, a graphic and text document, by using online tools and digital platforms.

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## Use video modelling

Models can support understanding and the development of skills and appropriate behaviours.

- ✓ A video model shows the student, a peer or someone else doing the desired skill or behaviour.
- ✓ A video model could show a variety of skills, for example a hand washing routine, a social interaction such as turn taking or a model of a transition between the classes, to assembly or an emergency drill.
- ✓ A video model of the autistic student may be made using snippets from multiple occasions.
- ✓ The student watches the video to learn and copy the skill or behaviour.
- ✓ When making video models do not include “what not to do” as these may be learnt instead of the positive model.

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## Use emoticons

Reading facial expressions can be confusing for autistic students. In online contexts support understanding using emoticons.



Video hosted on Youtube [http://youtu.be/AXrf\\_8cQ03w](http://youtu.be/AXrf_8cQ03w)

No captions or transcript

**Source:**

[Asperger Syndrome \(UK\)](#)

[https://youtu.be/AXrf\\_8cQ03w](https://youtu.be/AXrf_8cQ03w)

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