

Present information in different ways

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

Includes:

Use visuals

Support understanding with visuals

Take a multi-sensory approach

Support access and understanding with visuals

Use video modelling

Useful resources

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.
- ✓ Use visuals that are relevant to the New Zealand context.
- ✓ 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.
- ✓ Provide feedback in visual as well as verbal formats. Visual formats include written comments and things such as symbols and smiley faces.

Inclusive Education

From

Guide: [Autism and learning](#)

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

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

Date

18 May 2024

Link

inclusive.tki.org.nz/guides/autism-and-learning/present-information-in-different-ways-to-support-access-and-understanding

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 1-8](#)

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

Date

18 May 2024

Link

inclusive.tki.org.nz/guides/autism-and-learning/present-information-in-different-ways-to-support-access-and-understanding

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.

Inclusive Education

From

Guide: [Autism and learning](#)

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

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

Date

18 May 2024

Link

inclusive.tki.org.nz/guides/autism-and-learning/present-information-in-different-ways-to-support-access-and-understanding

Support access and understanding with visuals

Linda Ojala uses visuals alongside text and spoken language to support access to information and increase understanding.



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

Closed Captions

Source:

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

<http://vimeo.com/album/2950799>

Inclusive Education

From

Guide: [Autism and learning](#)

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

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

Date

18 May 2024

Link

inclusive.tki.org.nz/guides/autism-and-learning/present-information-in-different-ways-to-support-access-and-understanding

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.

Inclusive Education

From

Guide: [Autism and learning](#)

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

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

Date

18 May 2024

Link

inclusive.tki.org.nz/guides/autism-and-learning/present-information-in-different-ways-to-support-access-and-understanding

Useful resources



Video modelling and autism

Outlines types of video modelling and how to use it.

Publisher: Raising Children Network Australia

[Visit website](#)



Video modeling: What is it and why use it?

Describes types of video modelling and their effectiveness. Includes examples.

Publisher: Autism Classroom Resources

[Visit website](#)

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.