

Support thinking using recommended approaches

A suggestion for implementing the strategy

'Key areas to support' from the Guide: [Deaf and hard of hearing](#)

Includes:

Offer graphic organisers

Adopt a hands-on approach

Support planning and organisation

[Inclusive Education](#)

From

Guide: [Deaf or hard of hearing students and learning](#)

Strategy: [Key areas to support](#)

Suggestion: [Support thinking using recommended approaches](#)

Date

27 April 2024

Link

inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/support-thinking-using-recommended-approaches

Offer graphic organisers



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

[View full image \(7.8 MB\)](#)

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Adopt a hands-on approach

Using concrete objects and taking a hands-on approach supports students to make connections.



Video hosted on Youtube <http://youtu.be/EBViorlYW4>

[View transcript](#)

Source:

[Learn NC \(US\)](#)

<http://youtu.be/EBViorlYW4?t=2m43s>

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Support planning and organisation

Suggestions for supporting students' organisational and processing skills.

- ✓ Label key areas of the classroom and resources with visual and text labels.
- ✓ Use charts, visual calendars, colour coded schedules, visible timers and cues to increase the predictability of regular activities and transitions.
- ✓ Model and make available graphic organisers and flow charts to support planning and thinking in all curriculum areas.
- ✓ Highlight patterns, critical features, big ideas and relationships using visuals, mind maps, 3-D manipulatives, outlines, flow charts and real objects.
- ✓ Give students multiple opportunities to engage with new ideas in a range of contexts.
- ✓ Pace content delivery. Give students time to process and integrate information from multiple sources – displays, interpreters, written instructions, the teacher.

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