

Support processing and organisation

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

Includes:

- Give students more time
- Use a step-by-step approach
- Sequencing strategies
- Support students to remember
- Give clear instructions
- Useful resources

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From

Guide: [Fetal alcohol spectrum disorder and learning](#)

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

Suggestion: [Support processing and organisation](#)

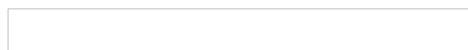
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Give students more time



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Build more time into lessons for students to process information.

Allow extra time for tests.

Teach students how to “self-talk” or visually map information to make connections.

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Use a step-by-step approach

Use task analysis and break skills into small components.

- ↗ Use a step-by-step approach.
- ↗ Teach steps in the same sequence.
- ↗ Practise skills.
- ↗ Re-teach skills.
- ↗ Overlearn skills.
- ↗ Reinforce concepts.
- ↗ Revisit skills throughout the year.
- ↗ Offer multiple opportunities for practice.

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Sequencing strategies

- Create linear timelines.
- Break tasks into small steps.
- Colour code steps.
- Create checklists for sequencing.
- Create a photo story, using photographs showing each step.
- Mind maps help students organise their thoughts and tasks, and embed understanding.

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Support students to remember

Most students with FASD have a strong long-term memory. Their short-term memory is weaker.

Supports for recalling information

- Use highlighters to identify important information when studying.
- Use mnemonic devices.
- Provide many opportunities for repetition, including online skill and drill activities.

Supports for tests and assignments

- Allow students to use open books or notes in tests.
- Provide examples of finished assignments and model answers for tests.

Supports for organising time and setting reminders

- Use an online calendar to provide reminders for when assignments are due, when a trip is scheduled, or when specific gear is needed for classes.
- Show students how to use the timer on their phone, watch, or laptop.
- Create an online timetable, including class subjects and times, that can be accessed easily.

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Give clear instructions

- ▲▲ Eye contact helps students to process verbal information.
- ▲▲ Use exaggerated facial and body language to help convey meaning.
- ▲▲ Use visual cues to aid understanding and trigger memory.
- ▲▲ Give specific instructions to the student. For example, say “Put your reading book in the group box” rather than “Tidy up”.
- ▲▲ Use the student’s name at the beginning of the sentence.
- ▲▲ Use consistent vocabulary for the same instruction every time. This helps to place the instruction into the long-term memory.
- ▲▲ Keep instructions short.
- ▲▲ State what you want the student to do, not what they shouldn’t do.
- ▲▲ Although a student can repeat instructions back it may not mean they understand them. Regularly ask the student to check understanding.

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Useful resources

Effective strategies for information-processing and memory difficulties

Read time: 4 min

Publisher: Duke University

[Visit website](#)

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