

## Inclusive Education

From

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

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

Suggestion: [Support processing and organisation](#)

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22 January 2019

Link

[www.inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/support-processing-and-organisation-2](http://www.inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/support-processing-and-organisation-2)

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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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