

# Support understanding

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

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**Includes:**

- Tips to support understanding
- Check in regularly with the student
- Maximise hands-on learning
- Ten communication strategies
- Giving instructions
- Useful resources

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From

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

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

Suggestion: [Support understanding](#)

Date

13 June 2019

Link

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

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## Tips to support understanding

### Support student motivation

- Select topics that fit students' interests.
- Include some easy-to-achieve elements.

### Keep language simple

- Be explicit and brief.
- Keep concepts concrete.
- Use vocabulary familiar to students.
- Accompany language with gestures, using hands, arms, and facial expressions.
- Use visual cues – illustrations or posters.

### Break information into small chunks

- Break tasks into small steps.
- Give steps one at a time – use visuals to represent steps.
- Use digital technologies including: video, online games, and flip learning, so students can move at their own pace and revisit content as often as they need to.

### Repetition is key

- Reteach and reinforce learned concepts.
- Teach steps in the same sequence.
- Offer multiple opportunities to practise.

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## Check in regularly with the student



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

**Source:**

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

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Ask students regularly how they are doing.

Don't wait for them to come to you.

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## Maximise hands-on learning



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

Source:

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

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Use hands-on, practical activities to build on the particular strengths of students with FASD and praise their effort and achievements.

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## Ten communication strategies

Students may have behavioural reactions when they experience language problems.

Use these strategies to enhance your communication with all learners, including those with FASD.

Source: [POPFASD \(Canada\)](#) Closed Captions

Source:  
[POPFASD \(Canada\)](#)  
[https://www.youtube.com/channel/UCWRoE1YnO371Fc\\_hWx6Pnhg](https://www.youtube.com/channel/UCWRoE1YnO371Fc_hWx6Pnhg)



Video hosted on Youtube <http://youtu.be/Hmlekwklg-M>

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## Giving instructions

- ▲▲ Eye contact helps students to process verbal information.
- ▲▲ Use exaggerated facial and body language to convey meaning.
- ▲▲ Use visual cues to aid understanding and trigger memory.
- ▲▲ Give specific instructions, for example, “Put your reading book in the group box,” rather than “Tidy up”.
- ▲▲ Use the student’s name at the beginning of the sentence.
- ▲▲ Use the same words 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.
- ▲▲ Just because the student can repeat instructions back does not mean they understand them. You may need to get the child to show you they know what you mean.

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## Useful resources

### Everyone's In: An inclusive planning tool

Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga

[Visit website](#)



### Primary framework: Teaching and learning strategies to support primary aged students with foetal alcohol spectrum disorders (FASD)

Read time: 41 min

Publisher: National Organisation on Fetal Alcohol Syndrome UK

[Download PDF](#)

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