

Inclusive Education

From

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

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

Suggestion: [Support understanding](#)

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21 January 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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## 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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