

# Support understanding

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

---

**Includes:**

Keep verbal information brief and to the point

Use visual timelines

Develop an online space

Provide clear, concise explanations

Use digital technologies

Useful resources

Inclusive Education

From

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

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

Suggestion: [Support understanding](#)

Date

28 June 2019

Link

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

---

## Keep verbal information brief and to the point

Listening to teachers make speeches. I can't handle that.

I ... just sat there looking at the book. So I can read it okay, but I can't listen to it properly. It's like "What?"

And then I totally, I had to ask somebody, and then by the time I am asking somebody the question or the answer, then I've already lost the next part too.

**Student**

Inclusive Education

From

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

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

Suggestion: [Support understanding](#)

Date

28 June 2019

Link

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

---

## Use visual timelines



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

**Source:**

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

[View full image \(252 KB\)](#)

When teaching a topic that takes place over a length of time, create a timeline and display it in the classroom.

Consider using an online [timeline tool](#) that students can easily access.

Inclusive Education

From

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

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

Suggestion: [Support understanding](#)

Date

28 June 2019

Link

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

---

## Develop an online space

Anywhere anytime access to lessons by students, tutors and/or family enables a support network.

Set up an online space with information and resources to support current areas of learning for your students.

Make the space easy to navigate and include links to:

- videos that explain and/or demonstrate concepts
- easy to understand information
- assignment tasks, worksheets or handouts
- your email address so students or their parents can ask questions.

Examples:

- [Pakuranga College – Year 10 Maths](#)
- [Tamaki College – Mrs Dunn Maths](#)

Inclusive Education

From

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

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

Suggestion: [Support understanding](#)

Date

28 June 2019

Link

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

---

## Provide clear, concise explanations

I would like teachers to know that we learn differently than others. Simple tasks like taking notes are very difficult. Teachers need to explain things in simple words.

**Student**

## Inclusive Education

From

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

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

Suggestion: [Support understanding](#)

Date

28 June 2019

Link

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

---

## Use digital technologies

Wellington High School teacher, Ben Britton explains the benefits 1-1 devices provide his students.

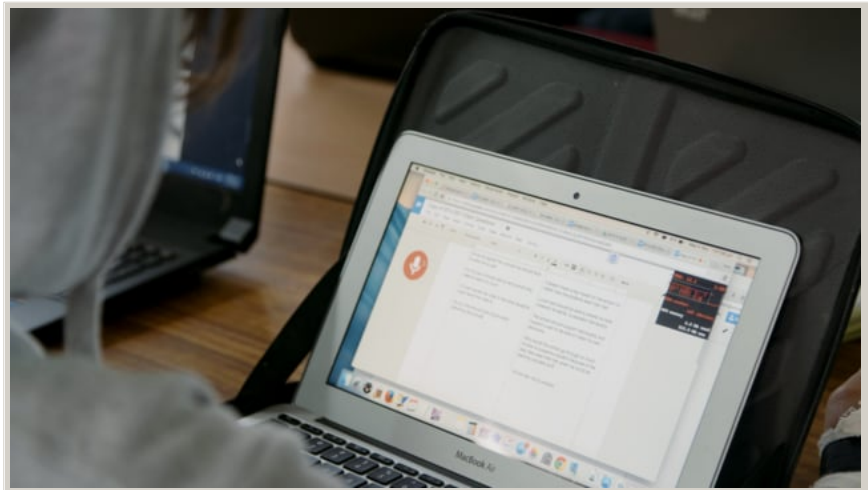
Tools such as a screen reader improve accessibility.

Source: [Enabling e-Learning \(NZ\)](#) Closed Captions

Source:

[Enabling e-Learning \(NZ\)](#)

<http://elearning.tki.org.nz/Teaching/Inclusive-classrooms/BYOD-supporting-inclusion>



Video hosted on Vimeo <http://vimeo.com/160672115>

Inclusive Education

From

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

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

Suggestion: [Support understanding](#)

Date

28 June 2019

Link

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

---

## Useful resources



Secondary framework: Teaching and learning strategies to support secondary aged students with foetal alcohol spectrum disorders (FASD)

Read time: 45 min

Publisher: National Organisation on Fetal Alcohol Syndrome UK

[Download](#) PDF

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.  
Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.