

# Offer a range of supports

A suggestion for implementing the strategy

'Using low-technology options' from the

Guide: [Technology tools for learning](#)

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Inclusive Education

From

Guide: [Technology tools for learning](#)

Strategy: [Using low-technology options](#)

Suggestion: [Offer a range of supports](#)

Date

27 July 2020

Link

[www.inclusive.tki.org.nz/guides/technology-tools-for-learning/offer-a-range-of-supports](http://www.inclusive.tki.org.nz/guides/technology-tools-for-learning/offer-a-range-of-supports)

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## Environmental considerations

Making small changes to the learning environment is another way to increase learner participation and access.

In your design, consider:

- where learners are positioned in relation to the teacher, the whiteboard, or classroom screens
- the height of tables or desks
- access to flexible learning spaces, for example, quiet areas, groups tables, and independent work areas
- work spaces that are quiet and have low stimulus
- clear labels for areas and equipment
- the visibility and accessibility of key information, for example, timetables and resource links
- the ease of access to key equipment and resources, for example, height-appropriate storage shelves, uncluttered pathways, and access to power points.

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## Offer useful supports

Try small, inexpensive equipment.

Always consider the needs and sensitivities of your learners before introducing any supports.

Offer supports to everyone, such as:

- fidget tools for concentration
- [reading rulers](#) to highlight single lines of text
- sticky notes or removable [Post-it flags](#) to mark important words or sections of text
- calculators
- magnifiers
- [slope boards](#)
- coloured pencils and felt-tipped pens
- pencil grips to support fine motor control
- headphones
- earmuffs to reduce noise
- [timers](#)
- [inflatable seat cushions](#).

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## Light and sound

Check to see if adjusting the lighting or room acoustics helps.

- ▲▲ Minimise shadows and glare on whiteboards and screens.
- ▲▲ Increase contrast (it is best to present materials on backgrounds that make objects stand out).
- ▲▲ Use black or blue whiteboard pens to maintain high contrast.
- ▲▲ Minimise background noise (such as the noise of computers, heating and ventilation systems, fish tanks, and other learners).
- ▲▲ Minimise background noise outside the classroom (such as traffic noise, playground noise, noise from other classrooms, and rain).

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## Give support with visuals



Source: [North Star Paths](#)

**Source:**

[North Star Paths](#)

<http://northstarpaths.com/>

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Visuals support instructions. They can reduce learner frustration, support independence, and increase access to learning.

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## Offer a range of tools



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

**Source:**

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

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Work with students to identify types of supports that will help them.

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## Utilise learner profiles



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

**Source:**

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

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Use a learner profile to identify accessibility and technology needs and preferences.

For more information explore [Develop learner profiles](#).

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