

# Provide options for learning and collaborating

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

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## **Includes:**

- Offer text-to-speech tools
- Enable students to personalise learning
- Support success in assessments
- Use tools and apps with built in supports
- Useful resources

Inclusive Education

From

Guide: [ADHD and learning](#)

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

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Date

07 October 2021

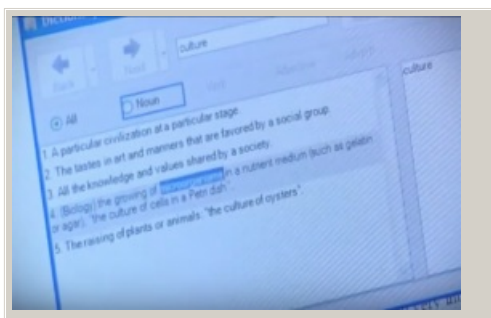
Link

[inclusive.tki.org.nz/guides/adhd-and-learning/provide-support-and-options-for-students-to-create-learn-and-collaborate-secondary](https://inclusive.tki.org.nz/guides/adhd-and-learning/provide-support-and-options-for-students-to-create-learn-and-collaborate-secondary)

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## Offer text-to-speech tools

Students describe how using text-to-speech has made a difference to their learning achievements.



Video hosted on Youtube <http://youtu.be/SW2qGK6sb3k>

Closed Captions

**Source:**

National Center on Accessible Educational Materials (US)

<https://www.youtube.com/channel/UC430oh5VnS3pdBJ89ux2bZQ>

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# Enable students to personalise learning

Set up the learning space so students can adjust it to suit their needs and preferences.

Make options and supports available to everyone.

- ✓ Create opportunities where students can personalise learning tasks and projects and build on their knowledge, experience, and strengths.
- ✓ Develop success criteria with the students and present them with clear visual supports.
- ✓ Provide opportunities for students to gain confidence using a range of media so they can select the most appropriate to express their learning.
- ✓ Make learning support tools (text-to-speech, graphic organisers, planning tools and so on) available for all students.
- ✓ Offer a flexible learning environment with a variety of seating and working spaces.
- ✓ Offer a reader-writer or assistive technologies to support success in assessments.

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## Support success in assessments

Discuss with students what support they need to demonstrate their understanding in assessments.

- ✓ Identify possible barriers in the physical environment, for example: unfamiliar layout of room, lighting, temperature.
- ✓ Identify possible barriers in the resources and materials, for example: cluttered presentation, hard-to-read diagrams, unclear layout, hard-copies only.
- ✓ Managing time allocations using visual timers and calendar tools.
- ✓ Approaches to managing anxiety such as mindfulness, positive self-talk, and identifying solutions to anticipated problems prior to the assessment.
- ✓ Approaches to maintaining concentration such as negotiating breaks.
- ✓ Use of digital technologies such as text-to-speech and predictive text.
- ✓ Pre-teaching specific assessment/exam skills, such as how to approach multiple choice questions.
- ✓ Identify whether a [SAC application](#) needs to be made for NCEA.

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## Use tools and apps with built in supports

Model how to use text-to-speech, dictation, glossaries and highlighters.



Video hosted on Youtube [http://youtu.be/hwC\\_hj7KmAg](http://youtu.be/hwC_hj7KmAg)

Closed Captions

Source:

[David Salmon \(US\)](#)

<https://www.youtube.com/channel/UCnLXip32zlo8qgCuhBuItBA>

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## Useful resources



UDL Curriculum  
toolkit

Publisher: CAST

[Visit website](#)

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