

Provide options for learning and collaborating

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

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](#)

Suggestion: [Provide options for learning and collaborating](#)

Date

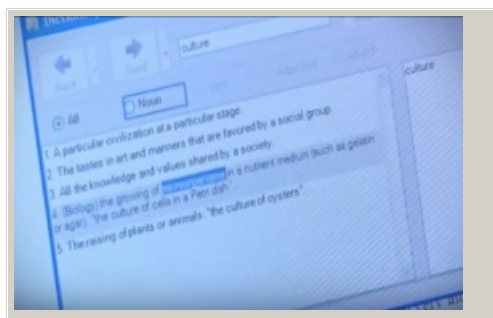
03 October 2022

Link

inclusive.tki.org.nz/guides/adhd-and-learning/provide-support-and-options-for-students-to-create-learn-and-collaborate-secondary

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

Provide opportunities for students to learn in ways that suit their needs and preferences.

- ✓ Create opportunities where students can personalise learning tasks and projects to build on their knowledge, experience, and strengths.
- ✓ Discuss with students the different ways they can share their thinking and demonstrate understanding.
- ✓ 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.
- ✓ Offer a flexible learning environment with a variety of seating and working spaces.

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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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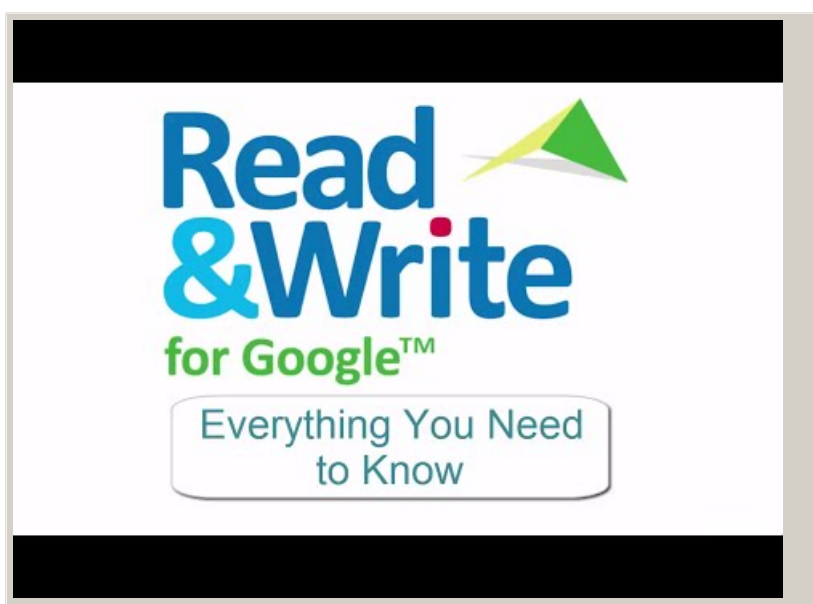
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Use tools and apps with built in supports

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



Video hosted on Youtube http://youtu.be/hwC_hj7KmAg

Closed Captions

Source:

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

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

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Useful resources



UDL Curriculum toolkit: Building Flexible, Customizable Learning Environments

This resource was developed to facilitate the creation of flexible UDL instructional materials. The Toolkit software enables any curriculum developer or researcher to design web-based curricula or interventions — from scratch, as well as to retrofit existing curricula into a UDL-supported, scaffolded learning environment for middle and high school students.

Publisher: CAST

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