Inclusive Education

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

# Support processing and organisation

A suggestion for implementing the strategy 'Helpful classroom strategies years 1–8' from the Guide: Autism and learning

**Includes:**

Provide structure for task completion

Use a task board

Support thinking and pattern recognition

Support concept development

Use graphic organisers

Useful resources

# Provide structure for task completion

Give autistic ākonga the time they need to succeed.

Consider reducing the quantity rather than the complexity of the learning for students.

- ✔ Provide instructions in short segments, for example, teach → student activity → teach → student activity.
- ✔ Provide students with a checklist with tasks broken into smaller segments.
- ✔ Highlight key parts of the task.
- ✔ Before beginning a task, have students explain their understanding of expectations. They can do this with a buddy.
- ✔ Give positive feedback to students who start promptly.
- ✔ Check on student progress frequently.
- ✔ Ensure that all materials and resources, including digital resources, are accessible.

# Use a task board

**Source:**
Strategies to support autistic students, Ministry of Education Vimeo
https://vimeo.com/showcase/2950799/video/100662410

**View full image (167 KB)**

# Support thinking and pattern recognition

Use tools and approaches to help learners to recognise patterns, critical features, big ideas and relationships.

- ✔ Use visuals — graphics, photos, cartoons, pictures — to support text and talk when explaining anything.
- ✔ Offer 3D virtual and physical models and real objects to help ākonga identify critical features.
- ✔ Use mind maps, flowcharts, and outlines to help learners unpack big ideas and relationships.
- ✔ Give ākonga multiple opportunities to engage with new ideas and concepts.
- ✔ Provide extra time for ākonga to think and process before they need to respond in a discussion.
- ✔ Use mindmaps to brainstorm ideas.
- ✔ Support group and class discussions with visual annotations to prompt later recall of key ideas.
- ✔ Make thinking tools and approaches available across all curriculum areas.

# Support concept development

Build new learning on solid foundations. Provide multiple opportunities to revisit a new idea or concept.

- ✔ Check to ensure that learners retain and can demonstrate previously-learned skills before beginning new learning.
- ✔ Teach new skills using a variety of methods, materials and contexts and using concrete, practical and visual materials.
- ✔ Reinforce abstract concepts with visual and concrete materials.
- ✔ Make explicit connections between new knowledge and previous experience.
- ✔ Make connections to high interest and practical everyday situations.
- ✔ Offer multi-sensory explanations and demonstrations.
- ✔ Provide extra time and opportunities for additional repetition and reinforcement – where applicable, involve a buddy, parents, or a support teacher.

# Use graphic organisers

Break tasks into smaller pieces and highlight patterns with graphic organisers.

**Free graphic organiser templates** – MindMup

**Video hosted on Vimeo** http://vimeo.com/97273151
Closed Captions

**Source:**
Ministry of Education
https://vimeo.com/97273151

# Useful resources

## Popplet

Popplet is a tool for the iPad and web to capture and organise ideas.

Publisher: Notion

**Visit website**

## Graphic organisers

Free graphic organiser templates in pdf format.

**Visit website**

## Classroomscreen

Classroomscreen is a simple online tool that can be displayed onscreen as students complete tasks. The free version includes 19 widgets.

Publisher: Classroomscreen

**Visit website**

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.