

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

Inclusive Education

From

Guide: [Autism and learning](#)

Strategy: [Helpful classroom strategies years 1-8](#)

Suggestion: [Support processing and organisation](#)

Date

04 June 2026

Link

inclusive.tki.org.nz/guides/autism-and-learning/support-processing-and-organisation

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.

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Use a task board



Source:

Strategies to support autistic students, Ministry of Education Vimeo

<https://vimeo.com/showcase/2950799/video/100662410>

[View full image \(167 KB\)](#)

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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 ākongā identify critical features.
- ✓ Use mind maps, flowcharts, and outlines to help learners unpack big ideas and relationships.
- ✓ Give ākongā multiple opportunities to engage with new ideas and concepts.
- ✓ Provide extra time for ākongā 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.

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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.

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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>

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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](#)

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