

# Develop processing and organisation skills

A suggestion for implementing the strategy  
'Reduce barriers for year 1–8 students' from  
the Guide: [Curriculum accessibility](#)

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## **Includes:**

- Develop executive functioning skills
- Support organisation skills
- Use mind maps
- Design accessible online environments
- Offer a range of materials
- Useful resources

Inclusive Education

From

Guide: [Curriculum accessibility](#)

Strategy: [Reduce barriers for year 1-8 students](#)

Suggestion: [Develop processing and organisation skills](#)

Date

06 September 2025

Link

[inclusive.tki.org.nz/guides/curriculum-accessibility/develop-processing-and-organisation-skills](https://inclusive.tki.org.nz/guides/curriculum-accessibility/develop-processing-and-organisation-skills)

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## Develop executive functioning skills

Executive functioning skills enable students to structure and organise information to support understanding of key concepts within learning.



Video hosted on Youtube <http://youtu.be/GjN2xNoxMRE>

[View transcript](#)

Source:

[What is executive function?](#)

<https://www.youtube.com/watch?v=GjN2xNoxMRE>

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## Support organisation skills

Suggestions for supporting students' organisation and processing skills.

- ✓ Label key areas of the classroom and resources with visual and text labels. Encourage students to label their own resources in ways that work for them.
- ✓ Use charts, visual calendars, colour coded schedules, visible timers, and cues to increase the predictability of regular activities and transitions.
- ✓ Make available graphic organisers and flow charts to support planning and thinking in all curriculum areas.
- ✓ Highlight patterns, critical features, big ideas, and relationships, using visuals, mind maps, 3-D manipulatives, outlines, flow charts, and real objects.
- ✓ Expect to explain things many times in different ways: use real experiences, physical activity, and manipulatives alongside text, images, and videos to support understanding.
- ✓ Make available, and encourage students to select, working environments and tools that support learning (for example, accessing quiet space, wearing headphones to reduce sound or to listen to music, working with a buddy).

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## Use mind maps



Source:

[Mindomo](#)

<https://www.mindomo.com/>

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## Design accessible online environments

Use these suggestions to design accessible and useful online environments, such as blogs, Google Sites, and moodle, for your students.

- ✓ Keep the design simple.
- ✓ Use a clear predictable structure to help students find what they need.
- ✓ Reduce visual and auditory clutter, and bling (students with ADHD and autism may also find this strategy useful).
- ✓ Support navigation with both high contrast text and visual cues.
- ✓ Check with students that the way you are organising instructions and resources is working for them.
- ✓ Hyperlink to learning support tools (for example, visual dictionaries, graphic organisers, text to speech tools).

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## Offer a range of materials



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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## Useful resources



### Interactives: Geometry 3D shapes

An example of a collection of 3D interactives used to illustrate concepts visually.

Publisher: National Council of Teachers of Mathematics

[Visit website](#)

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