

Support students' processing and organisational skills

A suggestion for implementing the strategy
'Helpful classroom strategies years 1–8' from
the Guide: [Deaf and hard of hearing](#)

Includes:

- Design flexible learning environments
- Support organisational skills
- Prevent fatigue
- Support thinking and pattern recognition
- Support independence with visuals
- Useful resources

Inclusive Education

From

Guide: [Deaf or hard of hearing students and learning](#)

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

Suggestion: [Support students' processing and organisational skills](#)

Date

26 April 2024

Link

inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/support-students-processing-and-organisational-skills-2

Design flexible learning environments

Flexible learning environments enable students to adjust and adapt them to meet their needs.



Video hosted on Vimeo <http://vimeo.com/52111969>

[View transcript](#)

Source:

EDtalks (NZ)

<http://vimeo.com/52111969#t=107s>

Inclusive Education

From

Guide: [Deaf or hard of hearing students and learning](#)

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

Suggestion: [Support students' processing and organisational skills](#)

Date

26 April 2024

Link

inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/support-students-processing-and-organisational-skills-2

Support organisational skills

Suggestions for supporting students' organisational and processing skills.

- ✓ Label key areas of the classroom and resources with visual and text labels.
- ✓ Use charts, visual calendars, colour-coded schedules, visible timers and visual cues to increase the predictability of regular activities, transitions between environments and activities, and changes in discussion topics.
- ✓ Make graphic organisers and flowcharts available to support breaking tasks into chunks, and thinking and planning in all curriculum areas.
- ✓ Highlight patterns, critical features, big ideas and relationships using visuals, mind maps, 3D manipulatives, outlines, flowcharts and real objects.
- ✓ Give students multiple opportunities to engage with new ideas in a range of contexts.
- ✓ Pace content delivery. Give students time to process and integrate information from multiple sources – displays, interpreters, written instructions, the teacher.

[Inclusive Education](#)

From

Guide: [Deaf or hard of hearing students and learning](#)

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

Suggestion: [Support students' processing and organisational skills](#)

Date

26 April 2024

Link

inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/support-students-processing-and-organisational-skills-2

Prevent fatigue



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

[View full image \(836 KB\)](#)

Inclusive Education

From

Guide: [Deaf or hard of hearing students and learning](#)

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

Suggestion: [Support students' processing and organisational skills](#)

Date

26 April 2024

Link

inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/support-students-processing-and-organisational-skills-2

Support thinking and pattern recognition

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

[Inclusive Education](#)

From

Guide: [Deaf or hard of hearing students and learning](#)

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

Suggestion: [Support students' processing and organisational skills](#)

Date

26 April 2024

Link

inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/support-students-processing-and-organisational-skills-2

Support independence with visuals



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

[View full image \(817 KB\)](#)

Inclusive Education

From

Guide: [Deaf or hard of hearing students and learning](#)

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

Suggestion: [Support students' processing and organisational skills](#)

Date

26 April 2024

Link

inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/support-students-processing-and-organisational-skills-2

Useful resources



Time Timer (visual timer for visual people!)

For many students being able to see a visual representation of time passing can really support their time management. This video explains how time timer works.

Publisher: Time Timer

[Visit website](#)



Free graphic organiser templates

Free graphic organiser templates in pdf format.

Publisher: Houghton Mifflin Harcourt

[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.