

Support processing and organisation skills

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

Includes:

- Use interactive instructions
- Support thinking and pattern recognition
- Model planning and thinking with mind maps
- Support understanding of task instructions
- Support concentration and memory
- Support planning and organisation

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From

Guide: [Dyslexia and learning](#)

Strategy: [Helpful classroom strategies in Years 9–13](#)

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

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Use interactive instructions

Explicit instruction:

What you need to know

Include explicit teaching steps in lessons, for example:

- present an overview of the learning task
- demonstrate the skill
- provide guided practice
- offer specific feedback
- set up independent practice, monitor practice, and review.

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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.
- ✓ Offer 3D virtual and physical models and real objects to help students identify 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 asking them to respond in a discussion.
- ✓ 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.
- ✓ Use [UDL-aligned strategies](#).

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Model planning and thinking with mind maps



Source:

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Support understanding of task instructions

Give students the big picture of what they are doing, then break the learning into steps, using a variety of supports.

- ✓ Ask students to repeat directions in their own words to a peer.
- ✓ If directions contain several steps, break down the directions into subsets.
- ✓ Simplify directions by presenting only one portion at a time and by writing each portion on the whiteboard or class web page, as well as stating it orally.
- ✓ Provide visual supports and examples.
- ✓ When using written directions, be sure that students are able to read and understand the words, as well as comprehend the meaning of sentences.

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Support concentration and memory

Provide options to support concentration and short-term memory.

- ✓ Monitor and moderate the classroom for visual and auditory distractions.
- ✓ Present information in a variety of ways over an extended period (for example, a week) to help students retain information, build up their understanding and familiarity with the topic, and stay stimulated and focused.
- ✓ Discuss with students the effectiveness of the learning environment and remove barriers and make modifications where needed.
- ✓ In online environments, make use of visual prompts and cues to support understanding and navigation. Make useful hyperlinks to background knowledge or previous learning.
- ✓ Schedule regular short breaks to allow students to move physically.

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Support planning and organisation

Use these suggestions to support students' planning and organisation.

- ✓ Use charts, visual calendars, colour-coded schedules, visible timers, and cues to increase the predictability of regular activities and transitions.
- ✓ Encourage students to use their mobile devices to schedule alerts and reminders for regular and novel events and deadlines.
- ✓ Model and make available graphic organisers and flowcharts to support planning and thinking in all curriculum areas.
- ✓ Break tasks and lengthy assignments into small, manageable parts. Schedule workflow using [Trello](#) to organise what needs to be done and when.
- ✓ Provide options so that students can submit work online.
- ✓ Use these [tips from students](#).

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