

# Support self-management and organisation

A suggestion for implementing the strategy

'Key areas to support' from the Guide:

[Dyspraxia and learning](#)

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## **Includes:**

Use frameworks to support thinking and memory

Support organisation with visuals

Chunk tasks and time to increase motivation

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Inclusive Education

From

Guide: [Dyspraxia and learning](#)

Strategy: [Key areas to support](#)

Suggestion: [Support self-management and organisation](#)

Date

12 June 2026

Link

[inclusive.tki.org.nz/guides/dyspraxia-and-learning/support-self-management-and-organisation](http://inclusive.tki.org.nz/guides/dyspraxia-and-learning/support-self-management-and-organisation)

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## Use frameworks to support thinking and memory

Te Tukanga Hoahoa Whakaara is a design thinking framework based on a Māori pūrākau or story. The story narrative helps ākonga to remember the steps in the design process.



Video hosted on Youtube <http://youtu.be/JScjuv3rgnA>

Closed Captions

Source:

[Ministry of Education](#)

<https://youtu.be/JScjuv3rgnA?si=Ua3hOkIzmvmzqWsE>

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## Support organisation with visuals

Use visual strategies to support independence.

- ✓ 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 students' ability to predict regular activities, transitions between environments and activities and changes in discussion topics.
- ✓ Break tasks into chunks using simple graphic organisers and flow charts.
- ✓ Use coloured threads or symbols marked on clothing to distinguish front and back.
- ✓ Discuss with parents the possibility of writing "R" and "L" inside shoes to indicate right and left.

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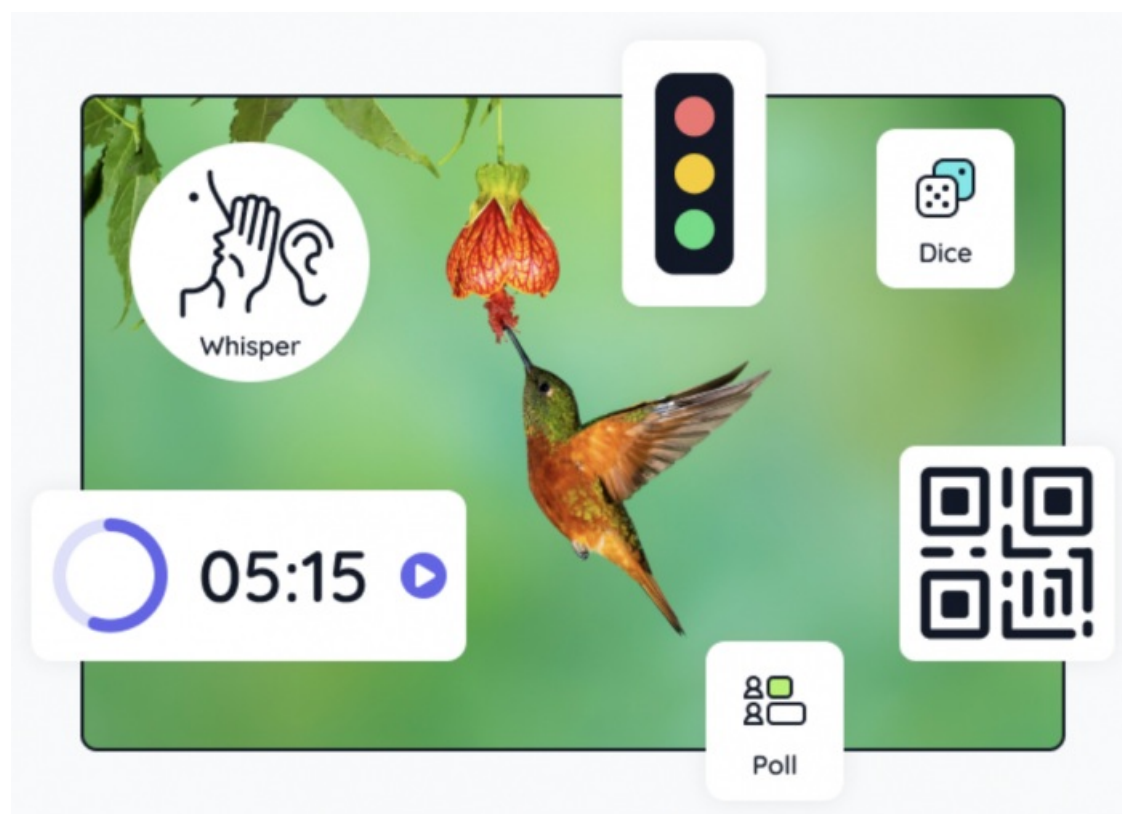
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## Chunk tasks and time to increase motivation



Source:

[ClassroomScreen](#)

<https://classroomscreen.com/>

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## Support independence

Use visual strategies, extra time, and routines to support confidence and independence.

- ✓ Allow more time for tasks such as assignments and dressing for swimming and PE.
- ✓ Speak slowly and give students time to respond.
- ✓ Personalise tasks and clarify expectations to offer the right level of challenge and support.
- ✓ Use colours, labels and systems to support organisation.
- ✓ Mark clothing and shoes to help with left, right, back and front.
- ✓ Offer storage for personal items where possible.

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## Use thinking tools



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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## Useful resources



### Classroom accommodations for developmental coordination disorder

Strategies for teachers that can make movement based work easier for students with coordination disorders.

Publisher: Understood

[Visit website](#)



### Project Zero's thinking routines toolbox

A set of thinking routines to scaffold and support student thinking.

Publisher: Harvard Graduate School of Education

[Visit website](#)



### A teacher's guide to visible thinking activities

A blog on using thinking routines in the classroom, with activities for each type of routine.

Publisher: Inquisitive Australia

[Visit website](#)

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