

Support processing and organisation

A suggestion for implementing the strategy
'Helpful classroom strategies years 9–13' from
the Guide: [FASD and learning](#)

Includes:

- Give students more time
- Use a step-by-step approach
- Sequencing strategies
- Support students to remember
- Give clear instructions
- Useful resources

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From

Guide: [Fetal alcohol spectrum disorder and learning](#)

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

Suggestion: [Support processing and organisation](#)

Date

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Give students more time



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Use a step-by-step approach

Use task analysis and break skills into small components.

- ✓ use a step-by-step approach
- ✓ teach steps in the same sequence
- ✓ practise skills
- ✓ re-teach skills
- ✓ overlearn skills
- ✓ reinforce concepts
- ✓ revisit skills throughout the year
- ✓ offer multiple opportunities for practice.

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Sequencing strategies

- ✓ create linear timelines
- ✓ break tasks into small steps
- ✓ colour code steps
- ✓ create checklists for sequencing
- ✓ create a photo story, using photographs showing each step
- ✓ mind maps help students organise their thoughts and tasks, and embed understanding.

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Support students to remember

Most students with FASD have a strong long-term memory. Their short-term memory is weaker.

Supports for recalling information

- Use highlighters to identify important information when studying.
- Use mnemonic devices.
- Provide many opportunities for repetition, including online skill and drill activities.

Supports for tests and assignments

- Allow students to use open books or notes in tests.
- Provide examples of finished assignments and model answers for tests.

Supports for organising time and setting reminders

- Use an online calendar to provide reminders for when assignments are due, when a trip is scheduled, or when specific gear is needed for classes.
- Show students how to use the timer on their phone, watch, or laptop.
- Create an online timetable, including class subjects and times, that can be accessed easily.

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Give clear instructions

- ✓ Eye contact helps students to process verbal information.
- ✓ Use exaggerated facial and body language to help convey meaning.
- ✓ Use visual cues to aid understanding and trigger memory.
- ✓ Give specific instructions to the student. For example, say “Put your reading book in the group box” rather than “Tidy up”.
- ✓ Use the student’s name at the beginning of the sentence.
- ✓ Use consistent vocabulary for the same instruction every time. This helps to place the instruction into the long-term memory.
- ✓ Keep instructions short.
- ✓ State what you want the student to do, not what they shouldn’t do.
- ✓ Although a student can repeat instructions back it may not mean they understand them. Regularly ask the student to check understanding.

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Useful resources



Effective strategies for information-processing and memory difficulties

Read time: 4 min

Specific classroom strategies for supporting students of all ages with FASD to process information. Part of an online guide for educators called Understanding Fetal Alcohol Spectrum Disorders.

Publisher: Duke University

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