

Support processing and organisation

A suggestion for implementing the strategy
'Helpful classroom strategies years 1–8' from
the Guide: [FASD and learning](#)

Includes:

- Provide students with more time
- Support task completion
- Use visual timetables
- Provide choices between one or two options
- Use timers
- Useful resources

Inclusive Education

From

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

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

Suggestion: [Support processing and organisation](#)

Date

17 April 2024

Link

inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/support-processing-and-organisation

Provide students with more time

I'll never forget Mrs. Spencer. She let me go at my own pace and said not to worry about keeping up with the class.

Student

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Support task completion

- ✓ Break tasks into small achievable steps, starting with what the student can already do.
- ✓ Provide breaks between steps.
- ✓ Keep instructions as short as possible, provide them one at a time, and reinforce with visual cues as prompts that can be returned to.
- ✓ Provide tactile examples of what you are teaching. Allowing the student with FASD to see and touch something will help them succeed in learning.
- ✓ Use the student's own life experiences and knowledge when teaching new ideas. This gives them a reference point for their learning and helps them make connections with their prior learning.
- ✓ Reduce impulsivity and risks by providing a one-to-one session with the student before a lesson or trip, to ensure safety messages are understood.

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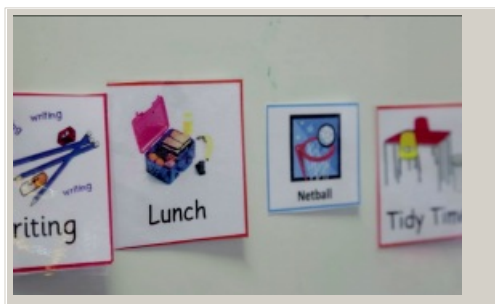
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Use visual timetables

Linda Ojala uses the same visuals in a range of contexts across her classroom. They support students to know what is happening and organise themselves.



Video hosted on Vimeo <http://vimeo.com/100662378>

Closed Captions

Source:

Ministry of Education, inclusive education videos (NZ)
<https://vimeo.com/showcase/2950799>

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Provide choices between one or two options

FASD means that my brain has trouble thinking of lots of things at once. This makes it really hard for me to make choices and decisions.

It is helpful when I have someone else to help me understand what the choices are and how they might affect me.

Student

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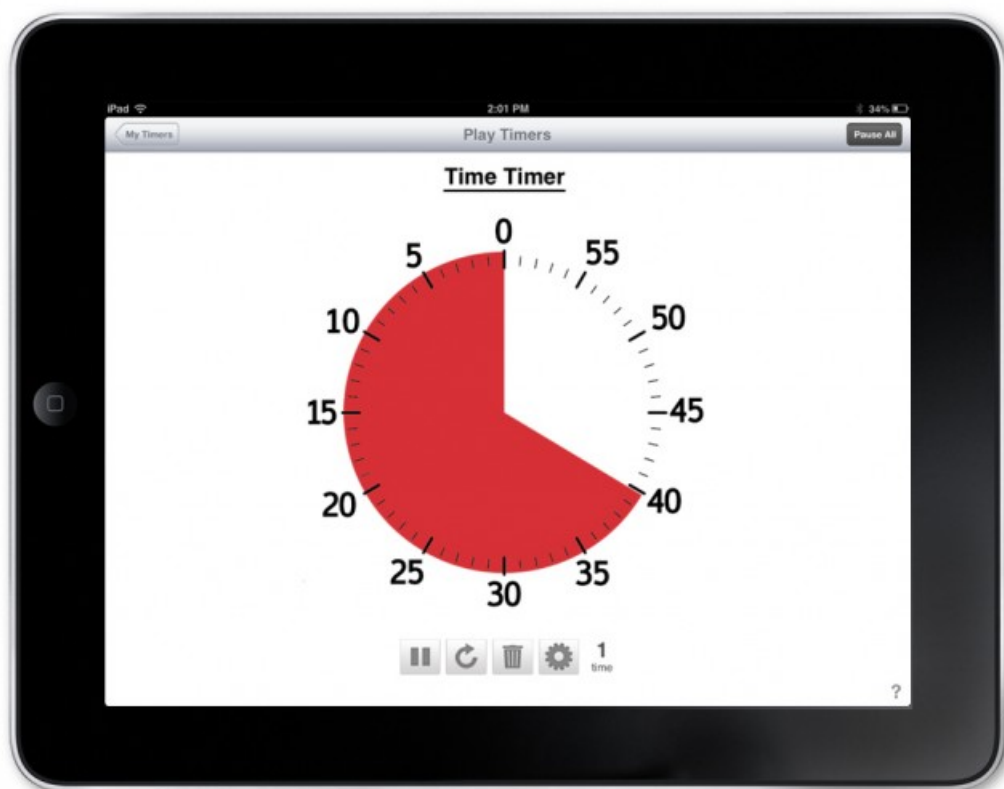
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Use timers



Source:

[Time Timer](#)

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

[View full image \(226 KB\)](#)

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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

[Visit website](#)



Supporting brain differences

A series of videos with explanations and strategies to support: sensory processing, executive functions, memory difficulties, slow processing pace, impulsivity, attention difficulties and more.

Publisher: British Columbia Ministry of Education

[Visit website](#)

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