

# Support processing and organisation

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

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## **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

04 October 2021

Link

[inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/support-processing-and-organisation](https://inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/support-processing-and-organisation)

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## 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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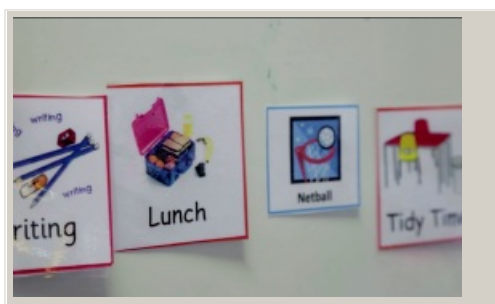
Link

[inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/support-processing-and-organisation](http://inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/support-processing-and-organisation)

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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)  
<http://vimeo.com/album/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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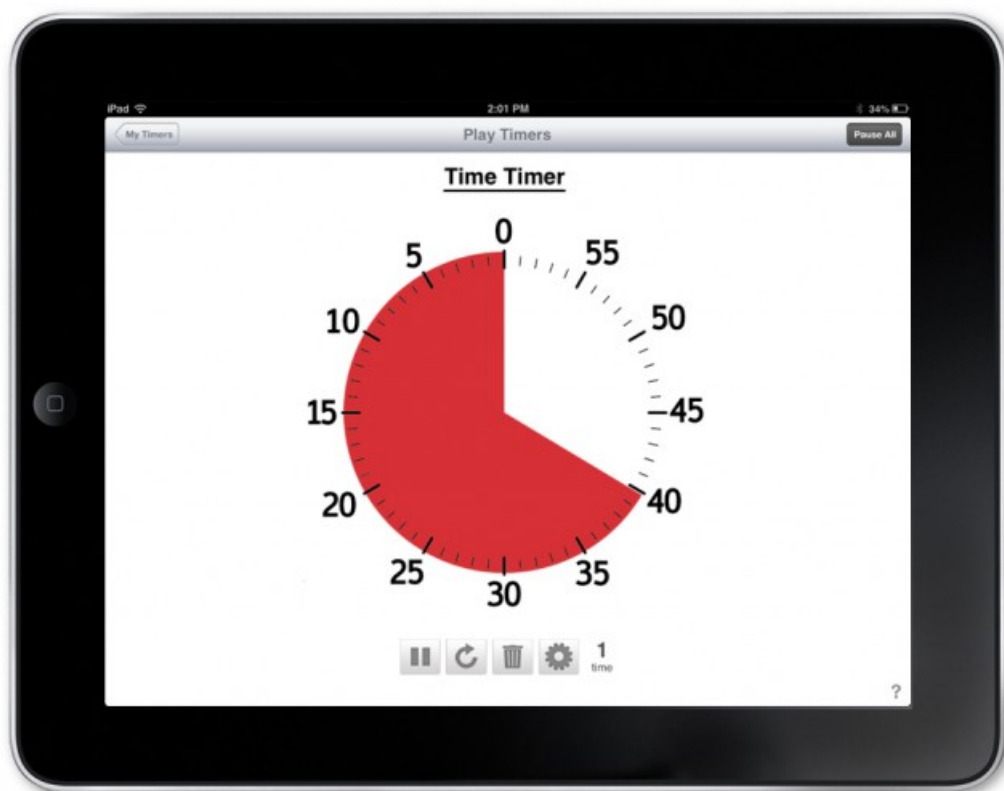
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## Use timers



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

Publisher: Duke University

[Visit website](#)



Supporting brain differences

Publisher: British Columbia Ministry of Education

[Visit website](#)

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