

# Support understanding

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

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## **Includes:**

- Tips to support understanding
- Check in regularly with the student
- Maximise hands-on learning
- Ten communication strategies
- Giving instructions
- Useful resources

## Tips to support understanding

### Support student motivation

- Select topics that fit students' interests.
- Include some easy-to-achieve elements.

### Keep language simple

- Be explicit and brief.
- Keep concepts concrete.
- Use vocabulary familiar to students.
- Accompany language with gestures, using hands, arms, and facial expressions.
- Use visual cues – illustrations or posters.

### Break information into small chunks

- Break tasks into small steps.
- Give steps one at a time – use visuals to represent steps.
- Use digital technologies including: video, online games, and flip learning, so students can move at their own pace and revisit content as often as they need to.

### Repetition is key

- Reteach and reinforce learned concepts.
- Teach steps in the same sequence.
- Offer multiple opportunities to practise.

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From

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

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

Suggestion: [Support understanding](#)

Date

26 April 2024

Link

[inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/support-understanding-2](https://inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/support-understanding-2)

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## Check in regularly with the student



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Ministry of Education | Te Tāhuhu o te Mātauranga

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## Maximise hands-on learning



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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## Ten communication strategies

Students may have behavioural reactions when they experience language problems.

Use these strategies to enhance your communication with all learners, including those with FASD.



Video hosted on Youtube <http://youtu.be/Hmlekwklg-M>

Closed Captions

Source:

[POPFASD \(Canada\)](#)

[https://www.youtube.com/channel/UCWRoE1YnO371Fc\\_hWx6Pnhg](https://www.youtube.com/channel/UCWRoE1YnO371Fc_hWx6Pnhg)

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## Giving instructions

- ✓ Eye contact helps students to process verbal information.
- ✓ Use exaggerated facial and body language to convey meaning.
- ✓ Use visual cues to aid understanding and trigger memory.
- ✓ Give specific instructions, for example, “Put your reading book in the group box,” rather than “Tidy up”.
- ✓ Use the student’s name at the beginning of the sentence.
- ✓ Use the same words 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.
- ✓ Just because the student can repeat instructions back does not mean they understand them. You may need to get the child to show you they know what you mean.

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## Useful resources



### Assessment for learning

Lading local curriculum guide series on using the right tools and resources to notice and respond to progress across the curriculum.

[Visit website](#)



### Primary framework: Teaching and learning strategies to support primary aged students with foetal alcohol spectrum disorders (FASD)

Read time: 41 min

A series of practical classroom strategies to support learning for students with FASD.

Publisher: National Organisation on Fetal Alcohol Syndrome UK

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