

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
 - Break tasks down
 - Use visual timetables
 - Provide visuals, concrete models and examples
 - Provide choices between one or two options
 - Support time management
 - Useful resources

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From

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

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

Suggestion: [Support processing and organisation](#)

Date

01 July 2026

Link

inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y1-8-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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Break tasks down

Keep instructions simple by breaking tasks down into parts.

- ✓ Break tasks into small achievable steps, starting with what the student can already do.
- ✓ Provide instructions in short segments, for example, teach → student activity → teach → student activity.
- ✓ Use visuals, graphic organisers and checklists to support each step.
- ✓ Highlight key parts of the task.
- ✓ Check understanding by asking students to show you rather than explain expectations.
- ✓ Use peers or buddies to support the student at each step.
- ✓ Give positive feedback as students progress through the steps.
- ✓ Check on student progress frequently.

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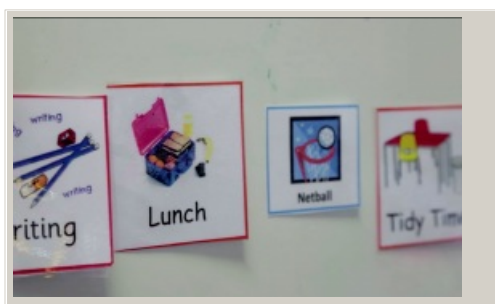
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Use visual timetables

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 visuals, concrete models and examples

Help students to be able to locate resources, plan their work and organise their thoughts using visuals and concrete models and examples.

- ✓ 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 help students complete tasks and transitions successfully.
- ✓ 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.
- ✓ Ensure that all materials and resources, including digital resources, are accessible to the student.

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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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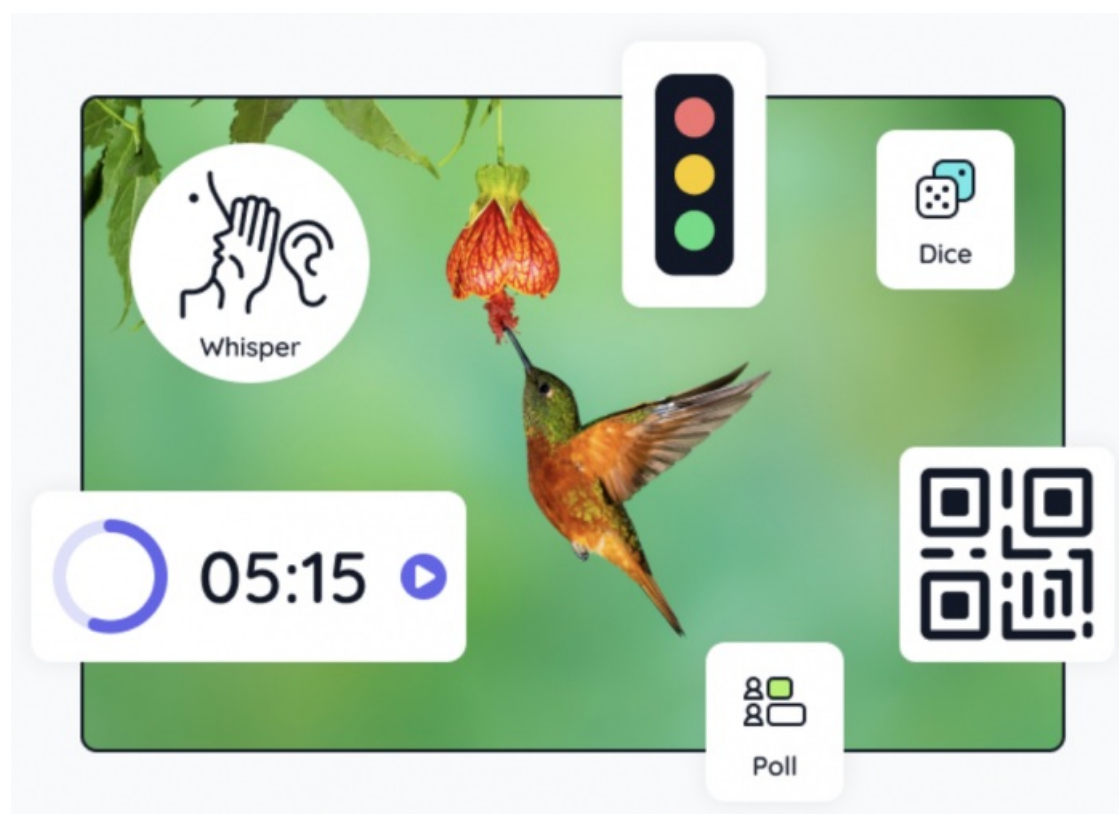
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Support time management



Source:

[Classroomscreen](#)

<https://classroomscreen.com/>

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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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