

# Support processing and organisation

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

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## **Includes:**

- Give students more time
- Use a step-by-step approach
- Give clear instructions
- Support understanding with visuals
- Support concentration
- Support memory and recall

Inclusive Education

From

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

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

Suggestion: [Support processing and organisation](#)

Date

01 July 2026

Link

[inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y9-13-support-processing-and-organisation](https://inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y9-13-support-processing-and-organisation)

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## Give students more time



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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## Use a step-by-step approach

Use task analysis and break skills into small components.

- ✓ Break tasks and skill learning into steps
- ✓ Teach steps in the same sequence each time
- ✓ Practise skills
- ✓ Re-teach skills
- ✓ Overlearn skills
- ✓ Reinforce concepts
- ✓ Revisit skills throughout the year
- ✓ Offer multiple opportunities for practice.

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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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## Support understanding with visuals

Offer information in more than one way.

Use symbols and graphics to illustrate key concepts.

Keep the layout clean and uncluttered.



Video hosted on Youtube [http://youtu.be/FGOAY\\_sdvmM](http://youtu.be/FGOAY_sdvmM)

Closed Captions

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## Support concentration

Provide options to support concentration, thinking and short-term memory.

- ✓ Monitor and moderate the classroom for visual and auditory distractions.
- ✓ Make links to background in a range of ways over an extended period of time (for example, a week) to help students to retain information, build their understanding, and stay stimulated and focused.
- ✓ Discuss with students the effectiveness of the classroom and make modifications and remove barriers where needed.
- ✓ Make effective use of visual prompts and cues to support understanding and navigation in online environments.
- ✓ Make hyperlinks to background knowledge or previous learning to increase connections.
- ✓ Encourage students to adapt the environment to meet their needs by, for example, wearing headphones, moving to a quiet working environment or taking a walk to support their thinking.

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## Support memory and recall

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.
- Take photos and videos of learning each day to use at the next session to help to recall prior learning.
- Create photo books and journals so students can easily refer to previous learning.
- 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 extra time and a calm environment for tests.
- Provide examples of finished assignments and model answers.

### 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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