

Provide options to create, learn and share

A suggestion for implementing the strategy 'Helpful classroom strategies years 1-8' from the Guide: [Speech, Language and Communication](#)

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- Includes:**
- Offer opportunities to develop conversation skills
 - Personalise learning
 - Offer options for sharing learning
 - Notice, recognise and respond to ākonga progress
 - Gather evidence using strengths
 - Provide adaptations for assessments

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Guide: [Speech, Language and Communication](#)

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

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Offer opportunities to develop conversation skills



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Personalise learning

Provide opportunities for learners to learn in ways that suit their needs and preferences.

- ✓ Set realistic, ambitious, and achievable personal targets.
- ✓ Create opportunities where learners can personalise learning tasks and projects to build on their culture, knowledge, experience and strengths.
- ✓ Discuss with learners the different ways they can share their thinking and demonstrate understanding.
- ✓ Develop success criteria with learners and present them with clear visual supports.
- ✓ Provide opportunities for learners to gain confidence using a range of media so they can select the most appropriate way to express their learning.
- ✓ Offer a flexible learning environment with a variety of seating and working spaces.
- ✓ Offer a reader-writer or assistive technologies to support success in assessments.

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Offer options for sharing learning

Provide a range of ways for students to express what they know.

For example, using multimedia, talking books, images, symbols, voice recordings and videos.



Video hosted on Youtube <http://youtu.be/6TupyBVkR7w>

Closed Captions

Source:

[UDLA LACOE](#)

<https://youtu.be/6TupyBVkR7w?si=yzpm1sUnPSqQiVcO>

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Notice, recognise and respond to ākongā progress

Notice ākongā progress in authentic and everyday contexts. Recognise ākongā progress in learning and respond by adapting practice to learning needs.

- ✓ Use everyday classroom observations and conversations to notice learning progress.
- ✓ Use a progressions based approach to recognise achievement and next steps.
- ✓ Respond to learner progress by planning and modifying teaching to meet ākongā needs.
- ✓ Use 'noticing, recognising and responding' as a basis for reporting ākongā achievements to parents.
- ✓ Use real time reporting tools to document student learning as it happens and share progress with whānau. For example, use Student Management System parent portals, apps and shared online platforms.
- ✓ Make learning visible. When learning is visible, ākongā know what they need to learn, where they are at with that learning, and what their next learning steps are.
- ✓ Empower ākongā to be active participants in recognising their learning progress. For example, co-construct progression and assessment rubrics.

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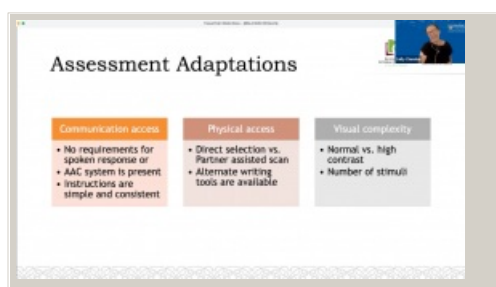
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Gather evidence using strengths

Speech-language therapist Sally Clendon talks about ways to gather evidence of learning. For example, a student could show their reading knowledge by selecting a word from four choices rather than reading it aloud.



Video hosted on Vimeo <http://vimeo.com/694097060>

Closed Captions

Source:

[Better Start Literacy Approach – assessment approaches](https://vimeo.com/694097060#t=1235s)
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Provide adaptations for assessments

Work with the student, whānau and specialists to identify the best ways for students to demonstrate their learning.

For more information see the checklist at the [end of this article](#):

Emergent Literacy Assessment in Children With Autism Spectrum Disorder Who Have Limited Verbal Communication Skills: A Tutorial, Sally Clendon et.al., LSHSS, vol 52:1, Jan 2021

- Design the assessment environment to maximise success, for example, by providing a quiet space.
- Provide more time.
- Provide non-verbal options for oral narrative tasks, such as point to select and multichoice comprehension questions.
- Offer options like partner-assisted scanning for students who cannot point to select. In partner-assisted scanning, the partner goes through each option asking if it is correct and the student uses a yes response to participate in the assessment.
- Offer options for writing such as a large colour-coded keyboard, iPad writing options, or an alphabet scanning flipchart to spell out responses.
- Offer options for visual complexity such as large text, high contrast colours or filters.
- Offer options for complexity of the task, for example, multichoice activities with 3 options or 6 options.

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