

Present information in different ways

A suggestion for implementing the strategy 'Helpful classroom strategies years 9-13' from the Guide: [Speech, Language and Communication](#)

-
- Includes:**
- Promote understanding of spoken language
 - Give instructions in close proximity
 - Take a multi-sensory approach
 - Support understanding with visuals
 - Offer text-to-speech and digital tools
 - Use technologies

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From

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

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

Suggestion: [Present information in different ways](#)

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Promote understanding of spoken language

Help students with speech, language and communication needs to understand spoken content and follow verbal instructions.

To support understanding:

- use fewer words or signs
- speak or sign more slowly
- give students more time to process what they hear and see
- use supporting gestures, visuals and symbols when possible
- connect new vocabulary to familiar vocabulary
- teach and support understanding of new terms, and provide simple child-friendly definitions
- communicate using the student's primary communication system whenever possible. For example, use AAC, point to select, coreboard symbols or NZSL
- make connections to, or use, languages spoken at home.

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Give instructions in close proximity



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Take a multi-sensory approach

Ask the student what will help and offer multiple ways to build understanding.

- ✓ Offer real experiences.
- ✓ Use images, audio and video to support text and spoken information.
- ✓ Use physical or online manipulatives and tools to support tasks. For example number lines, base ten blocks, counters and scales.
- ✓ Use closed captions on videos.
- ✓ Use online simulations when possible, for example, online experiments.
- ✓ Offer digital text alongside printed versions so students can personalise it by enlarging it, listening to it, or changing the font, colours and filters.
- ✓ Make instructions, demonstrations, or key content rewindable and accessible 24/7 using screencasts, recordings, images and videos.
- ✓ Put content in a variety of formats in one place, for example, a video, a graphic and text document, by using online tools and digital platforms.

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Support understanding with visuals

Making a banana smoothie

1. Collect ingredients



2. Blend ingredients together



3. Drink your smoothie



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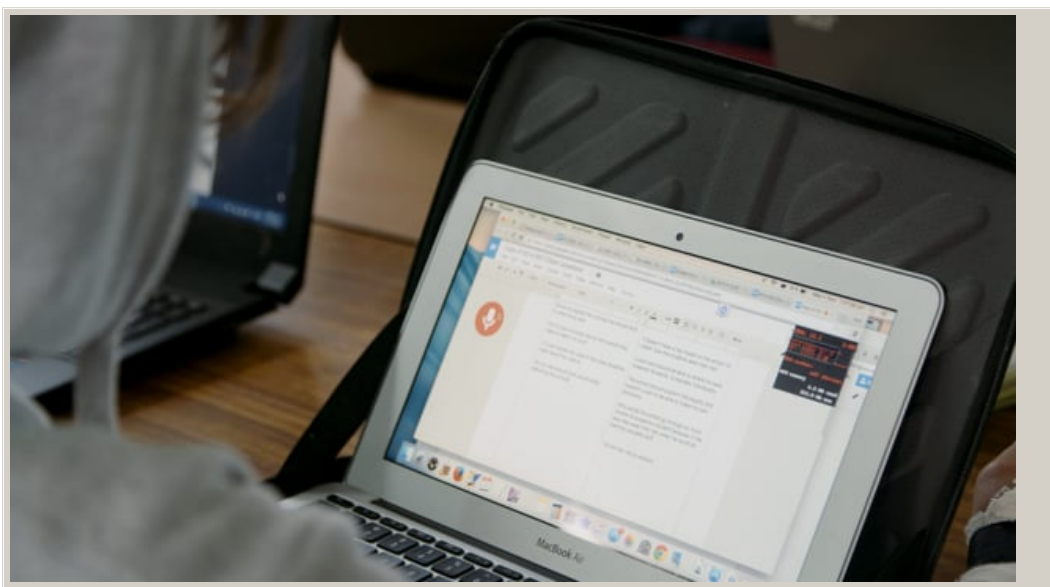
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Offer text-to-speech and digital tools

Offer text-to-speech tools to read text aloud and support comprehension. Wellington High School's Ben Britton talks about how technology is used to support inclusion.



Video hosted on Vimeo <http://vimeo.com/160672115>

Closed Captions

Source:

[BYOD supporting inclusion, Ministry of Education](#)

<https://elearning.tki.org.nz/Teaching/Inclusive-practice/Supporting-English-language-learners/BYOD-supporting-inclusion>

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Use technologies

Use classroom and assistive technologies to enable learning.

Technologies can:

- provide language and visual support that can be revisited as often as required
- allow information to be presented in multisensory ways and adapted to individual needs, supporting independence
- provide a combination of visual and auditory stimuli
- provide closed captions to access audio and support the development of literacy skills
- allow students to learn at their own pace and revisit content as often as they like to consolidate learning
- offer a range of differentiated content, presented flexibly to meet individual learning requirements.

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