

Offer a range of supports

A suggestion for implementing the strategy

'Using low-technology options' from the

Guide: [Technology tools for learning](#)

-
- Includes:**
- Environmental considerations
 - Offer useful supports
 - Light and sound
 - Give support with visuals
 - Offer a range of tools
 - Utilise learner profiles

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Strategy: [Using low-technology options](#)

Suggestion: [Offer a range of supports](#)

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Environmental considerations

Making small changes to the learning environment is another way to increase learner participation and access.

In your design, consider:

- where learners are positioned in relation to the teacher, the whiteboard, or classroom screens
- the height of tables or desks
- access to flexible learning spaces, for example, quiet areas, groups tables, and independent work areas
- work spaces that are quiet and have low stimulus
- clear labels for areas and equipment
- the visibility and accessibility of key information, for example, timetables and resource links
- the ease of access to key equipment and resources, for example, height-appropriate storage shelves, uncluttered pathways, and access to power points.

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Offer useful supports

Try small, inexpensive equipment.

Always consider the needs and sensitivities of your learners before introducing any supports.

Offer supports to everyone, such as:

- fidget tools for concentration
- [reading rulers](#) to highlight single lines of text
- sticky notes or removable [Post-it flags](#) to mark important words or sections of text
- calculators
- magnifiers
- [slope boards](#)
- coloured pencils and felt-tipped pens
- pencil grips to support fine motor control
- headphones
- earmuffs to reduce noise
- [timers](#)
- [inflatable seat cushions](#).

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Light and sound

Check to see if adjusting the lighting or room acoustics helps.

- ✓ Minimise shadows and glare on whiteboards and screens.
- ✓ Increase contrast (it is best to present materials on backgrounds that make objects stand out).
- ✓ Use black or blue whiteboard pens to maintain high contrast.
- ✓ Minimise background noise (such as the noise of computers, heating and ventilation systems, fish tanks, and other learners).
- ✓ Minimise background noise outside the classroom (such as traffic noise, playground noise, noise from other classrooms, and rain).

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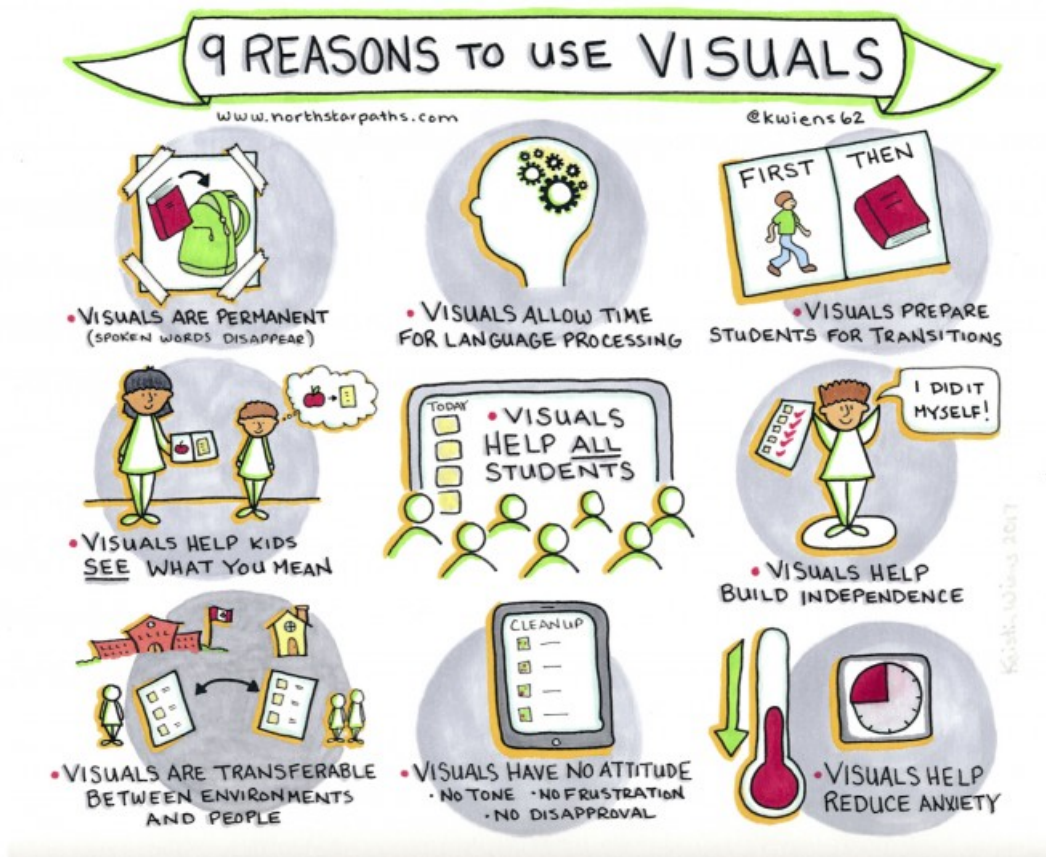
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Give support with visuals



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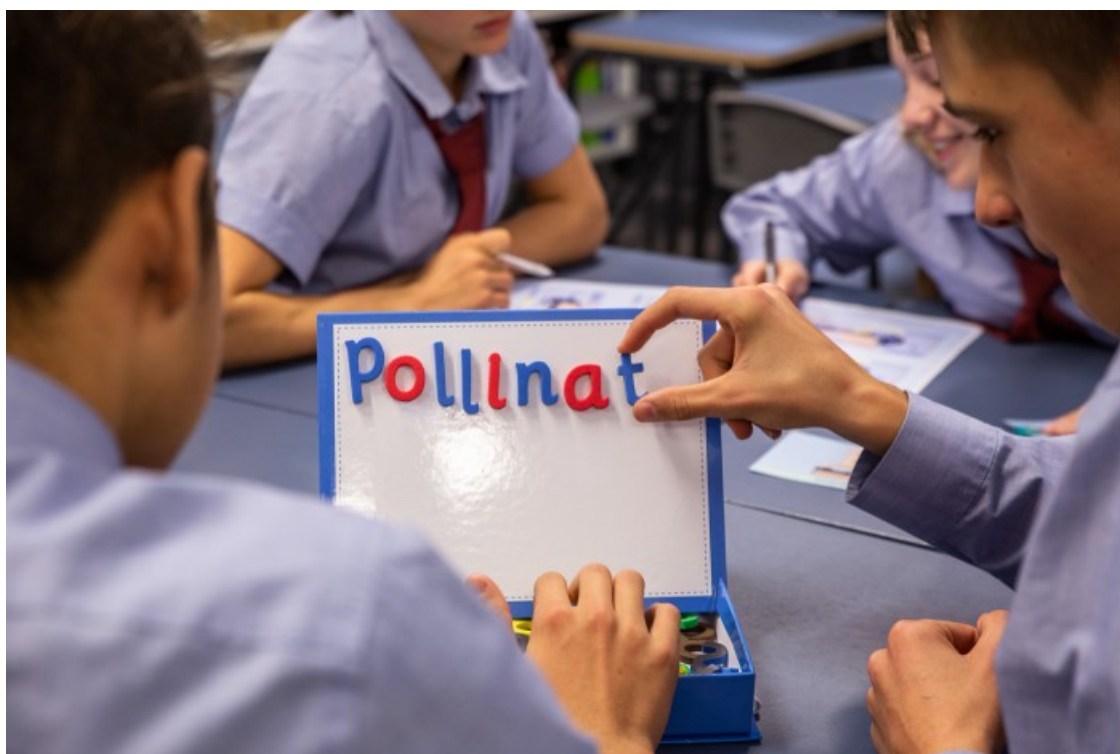
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Offer a range of tools



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Utilise learner profiles



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