

Support participation and build confidence

A suggestion for implementing the strategy 'Helpful classroom strategies years 1-8' from the Guide: [ASD and learning](#)

Includes:

- Seek advice from parents
 - Harness strengths
 - Support transitions to anything new
 - Support independence with visuals
 - Encourage sustained participation
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From

Guide: [ASD and learning](#)

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

Suggestion: [Support participation and build confidence](#)

Date

20 January 2019

Link

www.inclusive.tki.org.nz/guides/asd-and-learning/support-participation-and-build-confidence-2

Seek advice from parents

Parents, Dayna and Phil describe working closely with teachers to support transitions.

Source: [Ministry of Education, inclusive education videos \(NZ\)](#)

Closed
Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)
<https://vimeo.com/album/2950799>

 Play video

Video hosted on Vimeo <http://vimeo.com/186357831>

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Harness strengths

Students with ASD may demonstrate strengths that can be harnessed in the classroom.

These include:

- ▲▲ strong visual-spatial skills, which help literacy
- ▲▲ non-verbal problem-solving skills, which help when structuring tasks in ways that motivate students
- ▲▲ auditory memory, which helps when learning socially-appropriate phrases for specific situations
- ▲▲ strong visual memory which supports skills such as spelling.

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Support transitions to anything new

Unexpected change and unfamiliar environments can increase anxiety for students with ASD. Use this list as a guide for creating smooth transitions.

- ▲▲ Assess the new context or environment.
- ▲▲ Consider possible sensory issues and ways to lessen their impact.
- ▲▲ Discuss the transition with the student. Connect to prior knowledge and experience. Support with visuals if possible.
- ▲▲ Plan and collaborate.
- ▲▲ Incorporate language, structures and systems that are familiar to the student.
- ▲▲ Make connections to the student's strengths, skills, and interests as part of the transition.
- ▲▲ Share information about the transition with whānau and ask their advice.

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Support independence with visuals



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

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[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

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Make step-by-step exemplars of common tasks.

Make these available to all students.

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Encourage sustained participation

Discuss with students what will support their participation and motivation.

Build these suggestions into your teaching practice.

- ▲▲ Establish clear classroom routines.
- ▲▲ Teach strategies to help students when they get stuck.
- ▲▲ Break work into short manageable chunks.
- ▲▲ Give positive, timely feedback.
- ▲▲ Brief students about changes to routine.
- ▲▲ When changing classroom layout, provide a plan of new layout and when it will happen.
- ▲▲ Provide easy access to quiet spaces for working or winding down.
- ▲▲ Schedule brain breaks.
- ▲▲ Notice avoidance tactics or increasing anxiety, implement supports quickly.
- ▲▲ Offer leadership opportunities based on knowledge of student's expertise and interests.
- ▲▲ Connect learning to student's interests.
- ▲▲ Foster tuakana-teina relationships where students support each other.

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