

Support participation and build confidence

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

Includes:

- Provide a structured environment
 - Demonstrate you value diversity
 - Support transitions to anything new
 - Harness strengths
 - Encourage sustained participation
-

Inclusive Education

From

Guide: [ASD and learning](#)

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

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

Date

24 January 2019

Link

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

Provide a structured environment

A predictable environment can reduce anxiety and increase access to learning for students with ASD.

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

Closed
Captions

Source:

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

Video hosted on Vimeo <http://vimeo.com/100662364>

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Demonstrate you value diversity

Consider how you value uniqueness and diversity in your classroom.

Source: [TED \(US\)](#) [Closed Captions](#)

Source:
[TED \(US\)](#)
<https://youtu.be/jQ95xlZeHo8>

[Play video](#)

Video hosted on Youtube <http://youtu.be/jQ95xlZeHo8>

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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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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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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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