

Provide options for students to create, learn and share

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

Includes:

- Personalise learning
- Provide quiet work spaces
- Use technology tools
- Personalise assessments
- Identify Special Assessment Conditions needs
- Support external assessments

Inclusive Education

From

Guide: [Autism and learning](#)

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

Suggestion: [Provide options for students to create, learn and share](#)

Date

18 May 2024

Link

inclusive.tki.org.nz/guides/autism-and-learning/provide-options-for-students-to-create-learn-and-share-2

Personalise learning

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

- ✓ Set realistic, ambitious, and achievable personal targets.
- ✓ Create opportunities where students can personalise learning tasks and projects to build on their culture, knowledge, experience and strengths.
- ✓ Discuss with students the different ways they can share their thinking and demonstrate understanding.
- ✓ Develop success criteria with the students and present them with clear visual supports.
- ✓ Provide opportunities for students 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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Provide quiet work spaces



Source:

[EDtalks](#)

<https://edtalks.org/#/>

[View full image \(786 KB\)](#)

Provide quiet working spaces alongside collaborative spaces. Support the use of silencer headphones and the option of listening to music.

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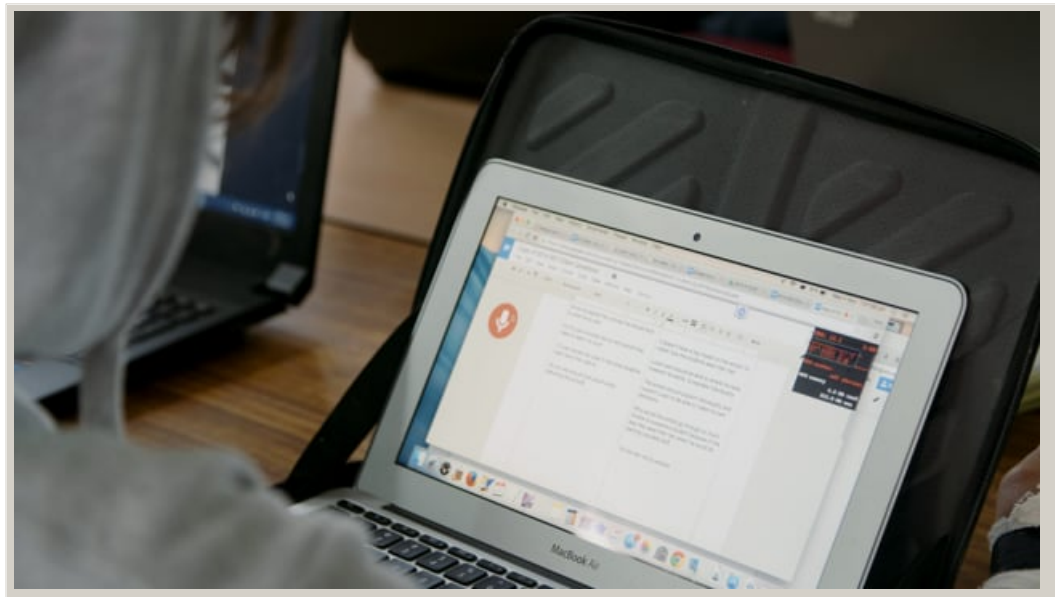
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Use technology tools

Ben Britton
from
Wellington
High School
explains
how digital
technologies
are used to
create an
inclusive
environment
for students.



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

Closed Captions

Source:

[Ministry of Education](#)

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

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Personalise assessments

Discuss with students what support they need to demonstrate their understanding in assessments.

Personalise learning and assessment.

- Create timelines, expectations and NCEA programmes in collaboration with the student, their whānau and their learning support team.
- Design learning and assessment programmes to meet the unique needs of each student.

Identify assessment formats and digital technologies to accurately measure the student's learning using their strengths. Options depend on purpose and formal assessment criteria but may include:

- Write using paper and pen
- Write using a keyboard and digital supports such as spell checking and dictionary options
- Write using voice typing
- Create visuals or graphics
- Create multimedia books or slides
- Create videos or animations
- Create audio recordings or podcasts
- Timed, untimed and on demand tests.

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Identify Special Assessment Conditions needs

Identify Special Assessment Conditions needs for NCEA assessments.

- Special Assessment Conditions (SAC) can provide extra help for otherwise capable students to address barriers to achievement in assessments for NCEA or New Zealand Scholarship.
- For example, large unfamiliar group settings might impair performance for students with sensory challenges and concentration difficulties.

[Special Assessment Conditions application](#) – NZQA

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Support external assessments

Support students to successfully show their learning in external assessments.

- ✓ Offer students mock or practice assessments so they know what to expect and can become familiar with formats and assessment environments.
- ✓ Identify possible barriers in the physical environment, for example, unfamiliar room layout, lighting, or temperature.
- ✓ Support time management with visual timers and calendar tools.
- ✓ Teach and practise approaches to managing anxiety, such as mindfulness and positive self-talk, and identify solutions to anticipated problems prior to an assessment.
- ✓ Pre-teaching specific assessment or exam skills, such as how to approach multiple choice questions.

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