

# Increase participation and build confidence

A suggestion for implementing the strategy  
'Reduce barriers for year 9–13 students' from  
the Guide: [Curriculum accessibility](#)

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## **Includes:**

- Connect with students' passions
- Build confidence using multiple approaches
- Monitor students' well-being
- Encourage sustained participation
- Ask what helps

Inclusive Education

From

Guide: [Curriculum accessibility](#)

Strategy: [Reduce barriers for year 9–13 students](#)

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

Date

29 March 2024

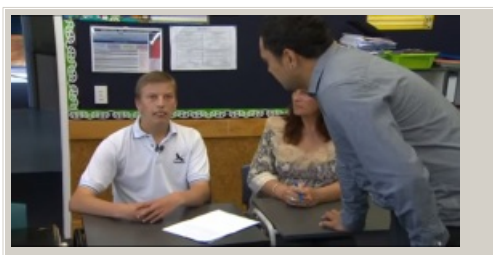
Link

[inclusive.tki.org.nz/guides/curriculum-accessibility/increase-participation-and-build-confidence](http://inclusive.tki.org.nz/guides/curriculum-accessibility/increase-participation-and-build-confidence)

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## Connect with students' passions

A student with autism and cerebral palsy demonstrates his passion for te reo Māori.



Video hosted on Youtube <http://youtu.be/qI6BNA2ACFU>

Closed Captions

Source:

[Te Karere TVNZ \(NZ\)](#)

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## Build confidence using multiple approaches

Discuss with the student what will support their participation and confidence.

Build the suggestions into your teaching practice.

- ✓ Ask students how they learn best.
- ✓ Use students' interests and strengths as a basis for teaching.
- ✓ Recognise and eliminate situations that students find embarrassing, such as reading aloud or making speeches.
- ✓ Feed back successes to students' parents and whānau.
- ✓ Recognise avoidance strategies and provide support and encouragement.
- ✓ Give students extra time so they have the satisfaction of completing work.
- ✓ Make learning supports such as timers, text-to-speech, and organisational tools available to students.
- ✓ Enable students to show their strengths and contribute their ideas in collaborative work, without the challenge of lengthy reading and writing tasks.
- ✓ Give specific prompts and feedback quickly, rather than waiting for the student to fail.

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## Monitor students' well-being



Source:

[Adreson](#)

<http://www.flickr.com/photos/adreson/3276163756/sizes/l/in/photolist-5Zvcm1-62coUH-62cVQw-63CvwC-63CvA7-63CvE9-64nKir-64Uj7k-68LbF9-69WAYM-6a3ATz-6aRR51-6d21Ce-6e6DCn-6evMi4-6feXAf-6qduJf-6sknau-6DLBJ9-6EU5MW-6Pw6W7-6ZTouA-77j9Te-7bCHZX-7hb2zy-7hHg82-7ieb>

[View full image \(363 KB\)](#)

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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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## Ask what helps

**Ask students, “What do I do that makes learning easy? What do I do that makes learning hard?”**

Discuss possible supports and make these available to all students.

Tate from Onslow College explains what works for him in the classroom.



Video hosted on Vimeo <http://vimeo.com/100662200>

Closed Captions

Source:

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

<https://vimeo.com/showcase/2950799>

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