

Support social interaction

A suggestion for implementing the strategy

'Key areas to support' from the Guide:

[Dyspraxia and learning](#)

Includes:

Teach and practise social skills

Approaches to support social skills

Foster collaboration and group work

Plan for successful transitions

Inclusive Education

From

Guide: [Dyspraxia and learning](#)

Strategy: [Key areas to support](#)

Suggestion: [Support social interaction](#)

Date

25 April 2024

Link

inclusive.tki.org.nz/guides/dyspraxia-and-learning/support-social-interaction

Teach and practise social skills

Give students multiple opportunities to learn how to act in given social contexts.

- ✓ Explicitly teach non-verbal communication strategies, such as eye contact, facial expressions and body language.
- ✓ Explicitly teach skills associated with social interactions, such as joining a group, taking part in two-way conversations, and reading non-verbal cues.
- ✓ Practise skills using role plays, scenarios and turn-taking games.
- ✓ Reduce social demands in learning activities by giving options for smaller groups or independent work.
- ✓ Build a supportive peer group.

Inclusive Education

From

Guide: [Dyspraxia and learning](#)

Strategy: [Key areas to support](#)

Suggestion: [Support social interaction](#)

Date

25 April 2024

Link

inclusive.tki.org.nz/guides/dyspraxia-and-learning/support-social-interaction

Approaches to support social skills

Professor Amanda Kirby describes how to help children with social and communication skills.



Video hosted on Youtube <http://youtu.be/i-WyTh32-8Y>

No captions or transcript

Source:

[dystalk \(UK\)](#)

<http://youtu.be/i-WyTh32-8Y>

Inclusive Education

From

Guide: [Dyspraxia and learning](#)

Strategy: [Key areas to support](#)

Suggestion: [Support social interaction](#)

Date

25 April 2024

Link

inclusive.tki.org.nz/guides/dyspraxia-and-learning/support-social-interaction

Foster collaboration and group work

Provide opportunities for ākonga to work with others. Carefully design group or pair activities to maximise productive interactions and learning.

- ✓ Encourage tuakana-teina relationships and create a culture where students provide support for each other.
- ✓ Provide a kete of strategies to help students to listen actively to each other, share ideas, and recognise different points of view.
- ✓ Use a variety of thinking tools, such as [De Bono's thinking hats](#).
- ✓ Assign roles such as speaker, listener, and note-taker to the group members.
- ✓ Develop cross-cultural communication skills, learning how conventions for conversation vary across cultures and contexts.
- ✓ Monitor the discussions to ensure that all students understand the task and have opportunities to participate.

Inclusive Education

From

Guide: [Dyspraxia and learning](#)

Strategy: [Key areas to support](#)

Suggestion: [Support social interaction](#)

Date

25 April 2024

Link

inclusive.tki.org.nz/guides/dyspraxia-and-learning/support-social-interaction

Plan for successful transitions

Plan ahead for students changing schools, moving on to secondary school or leaving school.

- ✓ Ask the student about their concerns and their ideas about the best ways to support their transition.
- ✓ Talk to the SENCO at the new school or your school's Learning Support Coordinator to find out about the learning environments they will be moving to.
- ✓ Give the student the opportunity to spend time in their new school, meeting their teachers and other students and visiting the classrooms where they will work.
- ✓ If the student would find it helpful, work with the new school to introduce them to a buddy to support the transition.
- ✓ Support students to practise the skills needed for job interviews.

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.