

# Support participation and build confidence

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

- 
- Includes:**
- Recognise strengths and interests
  - Foster confidence
  - Build peer supports
  - Foster inter&shy;dependence

Inclusive Education

From

Guide: [Fetal alcohol spectrum disorder and learning](#)

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

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

Date

27 April 2024

Link

[inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/support-participation-and-build-confidence](https://inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/support-participation-and-build-confidence)

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## Recognise strengths and interests



Source:

[Friends' Central School](#)

<https://flic.kr/p/4JqWVF>

[View full image \(11 MB\)](#)

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# Foster confidence

- ✓ Ask students how they like to learn.
- ✓ Use students' interests and strengths as a basis for supporting them in choosing successful learning pathways.
- ✓ Recognise and eliminate situations that students may find difficult or embarrassing because of their physical, behavioural, or cognitive differences.
- ✓ Communicate success to the student, their parents or caregivers, and whānau.
- ✓ Recognise avoidance strategies and provide support and encouragement.
- ✓ Give students extra time to complete work.
- ✓ Make learning supports, such as text-to-speech and word prediction available to all students.
- ✓ Enable students to show their strengths and contribute their ideas in collaborative work, without the challenge of lengthy reading and writing tasks.
- ✓ Give prompt and specific feedback frequently.

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## Build peer supports

Identify when students with FASD might benefit from the support or companionship of a peer. For example, this could be:

- ✓ a transition buddy who walks with the student from class to class
- ✓ a homework buddy to call when they have questions about an assignment
- ✓ a member of the sports team who will provide informal coaching and feedback in new situations, such as travelling on a bus for out-of-town games.

Help the student identify peers that they can ask for help. Make a diagram that illustrates who these people are in the student's circle of support.

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# Foster interdependence

Psychologist, Dan Dubovsky explains the importance of providing a student with a "go-to" person to foster interdependence, rather than striving for complete independence.



Video hosted on Youtube [http://youtu.be/VQLTIsgz\\_Jo](http://youtu.be/VQLTIsgz_Jo)

Closed Captions

Source:

POPFASD (Canada)

[https://youtu.be/VQLTIsgz\\_Jo](https://youtu.be/VQLTIsgz_Jo)

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