

Support participation and build confidence

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

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- Includes:**
- Recognise strengths and interests
 - Foster confidence
 - Build peer supports
 - Foster interdependence

[Inclusive Education](#)

From

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

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

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

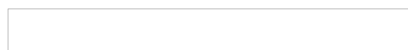
Date

13 June 2019

Link

www.inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/support-participation-and-build-confidence

Recognise strengths and interests



Source: [Friends' Central School](#)

Source:

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

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Design learning activities based around students' interests.

Build flexibility into tasks so students can utilise their strengths and preferred ways of learning.

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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.

Source: [POPFASD \(Canada\)](#)

[Closed Captions](#)

Source:

[POPFASD \(Canada\)](#)

https://youtu.be/VQLTIsgz_Jo



Video hosted on Youtube http://youtu.be/VQLTIsgz_Jo

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