

Support participation and confidence

A suggestion for implementing the strategy 'Helpful classroom strategies years 1-8' from the Guide: [FASD and learning](#)

Includes:

- Recognise student effort
- Minimise homework
- Recognise student strengths
- Give students time
- Tips for collaboration

Inclusive Education

From

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

Strategy: [Helpful classroom strategies years 1-8](#)

Suggestion: [Support participation and confidence](#)

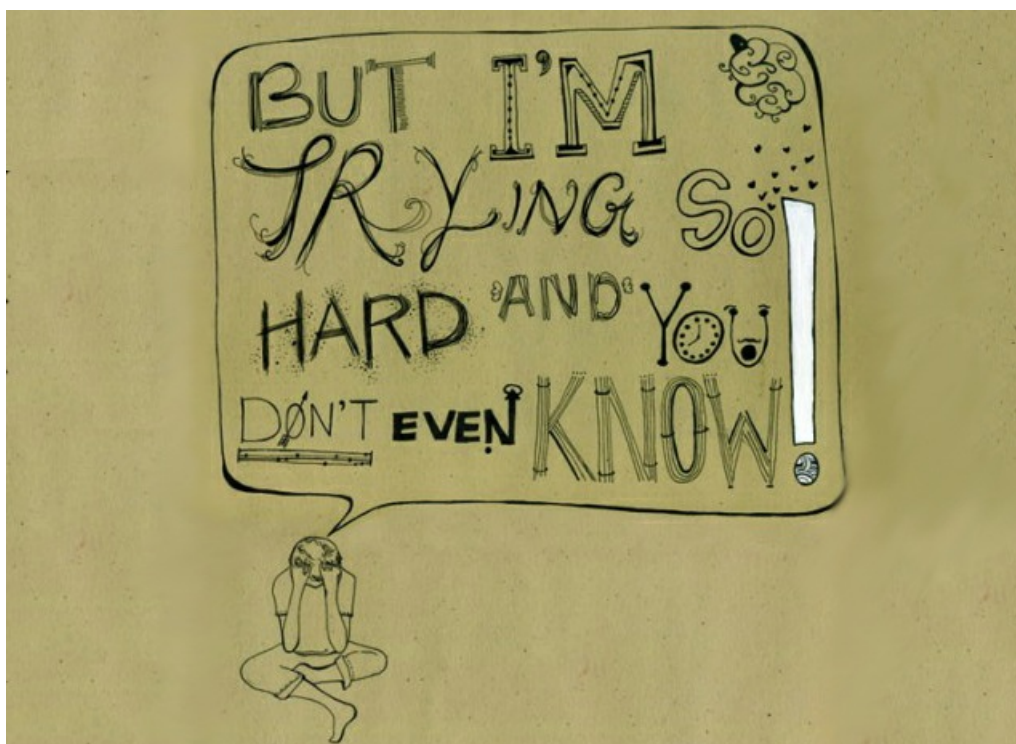
Date

06 June 2019

Link

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

Recognise student effort



Source: [Poppytalk](#)

Source:

[Poppytalk](#)

<http://www.poppytalk.com/2007/03/hand-lettering.html>

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Students with FASD can become very tired from their efforts to concentrate and process information.

Use visuals to recognise small steps towards achieving larger goals.

Provide positive feedback frequently.

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Minimise homework

When I am at school I use an enormous amount of my energy to keep myself safe and focused.

At the end of school I am extremely tired and do not cope well with homework.

Can you please think about ways to minimise homework for me and make it manageable?

Student

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Recognise student strengths



Source: [Kathy Cassidy](#)

Source:

[Kathy Cassidy](#)

<https://www.flickr.com/photos/kathycassidy/>

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Get to know all students' strengths.

Provide regular opportunities for students to demonstrate and utilise their strengths and talents.

This builds their confidence in themselves as learners and allows their peers to see them as successful.

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Give students time



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

Source:

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

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Consider reducing the quantity of work and providing students with extra time to complete tasks.

This reduces stress and enables the student to be successful.

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Tips for collaboration

- ▶ Plan turn-taking games and circle games to encourage appropriate social interaction.
- ▶ Help students to wait their turn by providing a concrete object, such as a talking stick or stone for them to hold when it is their turn to talk.
- ▶ For buddy and small group activities, pair the student with FASD with other students who provide positive role models.

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