

Support participation and build confidence

A suggestion for implementing the strategy 'Helpful classroom strategies years 1-8' from the Guide: [Speech, language & communication](#)

Includes:

- Encourage sustained participation
 - Give students time
 - Ideas to support conversation
 - Utilise group and pair-based activities
 - Useful resources
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From

Guide: [Speech, language and communication needs](#)

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

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

Date

21 January 2019

Link

www.inclusive.tki.org.nz/guides/speech-language-and-communication-needs/support-participation-and-build-confidence-2

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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Give students time



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Break work into manageable chunks.

Provide students with strategies to help them when they get stuck.

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Ideas to support conversation

Role model wide and varied vocabulary to enrich language experiences.

- ▲▲ Cut down on the amount you talk.
- ▲▲ Comment on what students are doing – this is less pressured than asking questions.
- ▲▲ When students can't think of what to say, help them. For example, if a student wants to join in a game say, "Ben, you could say, 'Can I join in?'"
- ▲▲ Demonstrate how to say things. Should a student say, "Car blue school", you can continue the conversation by adding, "So you saw a blue car on the way to school."
- ▲▲ Expand on what students say – this helps them to build longer sentences.
- ▲▲ Expand students' vocabulary. Instead of saying "Pass me the blue and red container", say "Pass me the colourful container."

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Utilise group and pair-based activities

Provide opportunities for students to work with others.

Group or pair-based activities need careful organisation to achieve productive interaction and learning.

- ▲▲ Encourage students to listen actively to each other, share ideas, and recognise different points of view.
- ▲▲ Discuss the conventions of conversation, for example, maintaining personal space between people, using eye contact and facial expressions, opening and closing conversations, and taking turns. Talk about how these vary across cultures and contexts.
- ▲▲ Create social stories to support social interaction and participation. A social story breaks down a task or social situation into small and easy-to-understand steps, accompanied by descriptive pictures.
- ▲▲ Foster tuakana-teina relationships and create a culture where students provide support for each other.

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Useful resources

ClassDojo

Publisher: ClassDojo, Inc.

[Visit website](#)

Social story creator & library

Publisher: TouchAutism

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