

Support participation and confidence

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

Includes:

- Demonstrate you value diversity
- Provide a structured environment
- Create a predictable environment
- Support transitions to anything new
- Harness strengths

Inclusive Education

From

Guide: [Autism and learning](#)

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

Suggestion: [Support participation and confidence](#)

Date

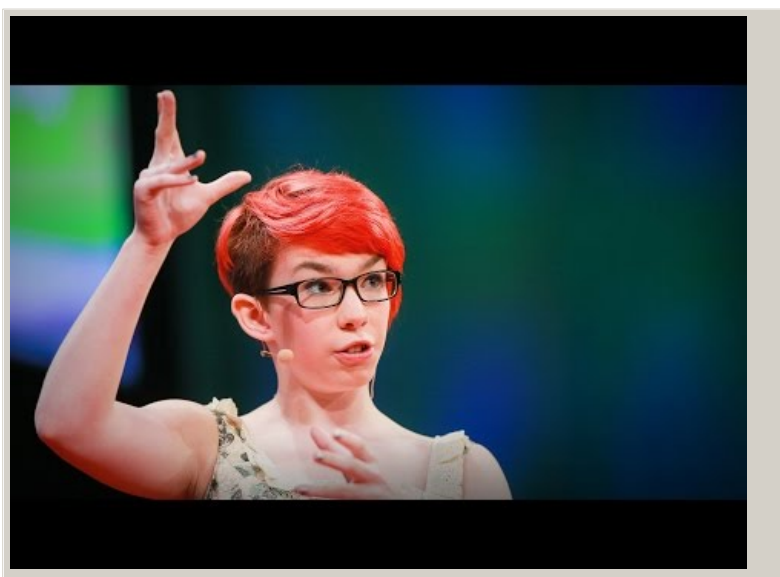
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Link

inclusive.tki.org.nz/guides/autism-and-learning/support-participation-and-build-confidence-2

Demonstrate you value diversity

Consider how you value uniqueness and diversity in your classroom.



Video hosted on Youtube <http://youtu.be/jQ95xlZeHo8>

Closed Captions

Source:

[TED \(US\)](#)

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Provide a structured environment

A predictable environment can reduce anxiety and increase access to learning for tāngata whaitakiwātanga — autistic students.



Video hosted on Vimeo <http://vimeo.com/100662364>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)

<https://vimeo.com/100662364>

Create a predictable environment

Create predictable routines to reduce anxiety and allow students to manage themselves independently

Use predictable routines and systems

- Use class and personalised timetables so that students can anticipate transitions and manage themselves independently.
- Support routines with visuals.
- Teach and model how to use planning and scheduling tools.
- Make visuals and resources easy to find by using clearly divided zones, for example a maths resources zone.

Signal and manage transitions and changes

- Use timers, timetables and visuals or task boards to clarify tasks and transitions.
- Talk through last minute changes that may be startling to students.

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Support transitions to anything new

Unexpected change and unfamiliar environments can increase anxiety for autistic students. Use this list as a guide for creating smooth transitions.

- Share information about the transition with whānau and ask their advice.
- Design changes and new environments with and for students.
- Preview changes if possible or support with layouts, images or video.
- Assess the new context or environments for potential issues, for example, sensory challenges.
- Discuss or brief students about transitions and changes of routine.
- Maintain consistent language, routines and systems that are familiar to the student.
- Make connections to the student's strengths, skills, and interests as part of the transition.

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Harness strengths

Autistic students may demonstrate strengths that can be harnessed in the classroom.

These may include:

- strong visual-spatial skills, which help literacy
- non-verbal problem-solving skills, which help when structuring tasks in ways that motivate students
- auditory memory, which helps when learning socially-appropriate phrases for specific situations
- strong visual memory which supports skills such as spelling.

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