

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

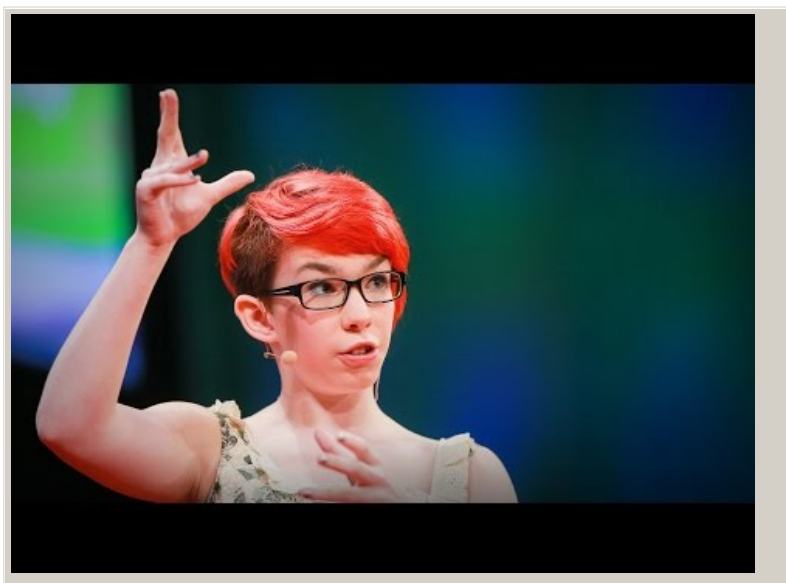
21 May 2024

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 \(US\)](#)

<https://youtu.be/jQ95xlZeHo8>

Inclusive Education

From

Guide: [Autism and learning](#)

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

Suggestion: [Support participation and confidence](#)

Date

21 May 2024

Link

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

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>

Inclusive Education

From

Guide: [Autism and learning](#)

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

Suggestion: [Support participation and confidence](#)

Date

21 May 2024

Link

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

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.

Inclusive Education

From

Guide: [Autism and learning](#)

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

Suggestion: [Support participation and confidence](#)

Date

21 May 2024

Link

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

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.

Inclusive Education

From

Guide: [Autism and learning](#)

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

Suggestion: [Support participation and confidence](#)

Date

21 May 2024

Link

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

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.

Inclusive Education

From

Guide: [Autism and learning](#)

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

Suggestion: [Support participation and confidence](#)

Date

21 May 2024

Link

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

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.