

# Support participation and confidence

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

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- Includes:**
- Use multiple approaches to increase confidence
  - Use a range of self-regulation strategies
  - Give learners time
  - Offer problem-solving strategies
  - Useful resources

## Use multiple approaches to increase confidence

Discuss with the learner what will support their participation and confidence.

Build the suggestions into your teaching practice.

- ✓ Ask ākonga how they like to learn.
- ✓ Use learners' interests and strengths as bases for teaching.
- ✓ Recognise and eliminate situations that ākonga may find difficult or embarrassing because of their physical or cognitive differences.
- ✓ Foster tuakana-teina relationships and create a class culture where ākonga support each other.
- ✓ Feedback success to parents and whānau.
- ✓ Recognise avoidance strategies and provide support and encouragement.
- ✓ Give ākonga extra time to complete work.
- ✓ Make learning supports, such as text-to-speech and word prediction, available to all learners.
- ✓ Enable learners to contribute their ideas in collaborative work, without the challenge of lengthy writing tasks.
- ✓ Provide the learner with strategies to help them when they get stuck.

Inclusive Education

From

Guide: [ADHD and learning](#)

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

Suggestion: [Support participation and confidence](#)

Date

30 August 2025

Link

[inclusive.tki.org.nz/guides/adhd-and-learning/support-participation-and-confidence](https://inclusive.tki.org.nz/guides/adhd-and-learning/support-participation-and-confidence)

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## Use a range of self-regulation strategies

Inhibition and self-regulation strategies.

- ✓ Give immediate feedback and positive reinforcement ( [Class Dojo](#) is a useful tool for supporting self-regulation).
- ✓ Provide regular exercise and movement breaks.
- ✓ Have cue cards on learners' desks and/or private signals to remind to stop, think, and make a good choice.
- ✓ Provide a designated calming spot.
- ✓ Encourage ākonga with ADHD to self-manage and stay focused, organised and on track, using tools such as a vibrating watch or timer.
- ✓ Use social stories and role-play to rehearse appropriate behaviours.

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## Give learners time



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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## Offer problem-solving strategies

Support learners to develop strategies for “getting out of the pit” when they get stuck in their learning.



Video hosted on Youtube [http://youtu.be/RGbGiMeLk\\_M](http://youtu.be/RGbGiMeLk_M)

No captions or transcript

Source:

[Mark Treadwell](#)

<https://www.youtube.com/channel/UCQwpKGYif5rdupNDPLe8Fwg>

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## Useful resources



### Assessment for learning

Leading local curriculum guide series on using the right tools and resources to notice and respond to progress across the curriculum.

Publisher: Ministry of Education NZ

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