

Gather information to inform practice

A suggestion for implementing the strategy
'Identify needs and ways to provide support'
from the Guide: [Autism and learning](#)

Includes:

- Get the right people around the table
- Connect with community and cultural disability groups
- Make regular times to communicate
- Share information using digital tools
- Take an inquiry approach
- Gather useful data

Inclusive Education

From

Guide: [Autism and learning](#)

Strategy: [Identify needs and ways to provide support](#)

Suggestion: [Gather information to inform practice](#)

Date

19 February 2025

Link

inclusive.tki.org.nz/guides/autism-and-learning/gather-information-to-inform-practice

Get the right people around the table

Bring together a team to work in partnership with the autistic student and their whānau.

- ✓ Discuss with the student and their whānau who could be part of a supportive team, for example the learning support coordinator, RTLB, support worker, dean.
- ✓ Consider asking colleagues who have experience of autism and teaching autistic students if they would like to contribute.
- ✓ Consider connecting to external expertise or agencies with specialist knowledge in autism, for example Autism NZ, Altogether Autism.
- ✓ Build regular times for communication.

[Inclusive Education](#)

From

Guide: [Autism and learning](#)

Strategy: [Identify needs and ways to provide support](#)

Suggestion: [Gather information to inform practice](#)

Date

19 February 2025

Link

inclusive.tki.org.nz/guides/autism-and-learning/gather-information-to-inform-practice

Connect with community and cultural disability groups



Source:

[Pasifika Autism Support Group](http://www.asdpasifika.org.nz/)

<http://www.asdpasifika.org.nz/>

[View full image \(178 KB\)](#)

Inclusive Education

From

Guide: [Autism and learning](#)

Strategy: [Identify needs and ways to provide support](#)

Suggestion: [Gather information to inform practice](#)

Date

19 February 2025

Link

inclusive.tki.org.nz/guides/autism-and-learning/gather-information-to-inform-practice

Make regular times to communicate

Communicate and share information and successes in a meaningful way, demonstrating understanding and support for parents' concerns.

- ✓ Encourage parents and caregivers to share what they have noticed or assessments they have had done outside school.
- ✓ Build on any programmes or materials used at home to maximise consistency and support for the student.
- ✓ Develop systems for passing on information about a student's needs, progress and next steps.
- ✓ Share information about out-of-school programmes that may help to boost the student's self-esteem, for example, classes or groups for music, art, dance or sports.

[Inclusive Education](#)

From

Guide: [Autism and learning](#)

Strategy: [Identify needs and ways to provide support](#)

Suggestion: [Gather information to inform practice](#)

Date

19 February 2025

Link

inclusive.tki.org.nz/guides/autism-and-learning/gather-information-to-inform-practice

Share information using digital tools

John Robinson reflects on the value of sharing information using the school SMS and student e-portfolios.



Video hosted on Vimeo <http://vimeo.com/100662394>

Closed Captions

Source:

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

<https://vimeo.com/showcase/2950799>

Inclusive Education

From

Guide: [Autism and learning](#)

Strategy: [Identify needs and ways to provide support](#)

Suggestion: [Gather information to inform practice](#)

Date

19 February 2025

Link

inclusive.tki.org.nz/guides/autism-and-learning/gather-information-to-inform-practice

Take an inquiry approach

Develop a responsive evidenced-based process of working together that supports students' self advocacy.

- Support the ākonga and whānau to lead and guide the conversation.
- Work collaboratively to identify key learning goals, responsibilities and what success would look like.
- Share concerns, questions, and ideas.
- Consider ākonga strengths as well as barriers to learning.
- Identify how solutions or strategies will be implemented, refined and reviewed.
- Discuss how to assess learning in ways that work for the student.
- Agree on how to stay in touch and share information.

[Inclusive Education](#)

From

Guide: [Autism and learning](#)

Strategy: [Identify needs and ways to provide support](#)

Suggestion: [Gather information to inform practice](#)

Date

19 February 2025

Link

inclusive.tki.org.nz/guides/autism-and-learning/gather-information-to-inform-practice

Gather useful data

Gather qualitative and quantitative data to build a full picture of the student's strengths, needs and preferences.

Qualitative data examples:

- student and whānau voice, feedback, surveys and discussions
- ākongā, kaiako and peers share experiences and impacts
- reflections on learning and real time reporting techniques.

Quantitative data examples:

- language and communication skills assessments and observations
- social interaction observations
- learning behaviour observations.

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.