

# Support participation and confidence

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

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## **Includes:**

- Encourage sustained participation
- Support students to tell their story
- Develop social skills
- Offer quiet spaces

## 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 ākonga 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.

Inclusive Education

From

Guide: [Dyspraxia and learning](#)

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

Suggestion: [Support participation and confidence](#)

Date

23 August 2025

Link

[inclusive.tki.org.nz/guides/dyspraxia-and-learning/support-participation-and-confidence-9-13](http://inclusive.tki.org.nz/guides/dyspraxia-and-learning/support-participation-and-confidence-9-13)

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## Support students to tell their story

Ask students what helps their participation and use this to build their confidence as a learner.



Video hosted on Youtube <http://youtu.be/A1dBuS7-NYc>

No captions or transcript

Source:

[Gabriel Neil \(UK\)](#)

<http://youtu.be/A1dBuS7-NYc?t=5m6s>

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## Develop social skills

Some students may need targeted teaching of social skills.

For example, students with dyspraxia may have difficulty picking up non-verbal cues or may lack self-awareness of personal hygiene issues.

- ✓ Define one or more social behaviours the student needs to learn, in measurable terms.
- ✓ Sensitively raise self-awareness of personal hygiene issues.
- ✓ Share examples of good communication techniques.
- ✓ Use a range of teaching techniques, for example, structured discussions, social stories.
- ✓ Help students to generalise skills through role-play and video modelling.
- ✓ Practise skills in a structured teaching situation and then in everyday situations – the student may need help to do this.
- ✓ Check the student can use the new skills in different situations.

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## Offer quiet spaces



Source:

Enabling eLearning: BYOD supporting inclusion

<https://elearning.tki.org.nz/Teaching/Inclusive-practice/Supporting-English-language-learners/BYOD-supporting-inclusion>

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