

# Support participation and confidence

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

---

## **Includes:**

- Recognise student effort
- Minimise or remove homework
- Use trauma informed approaches
- Design the day
- Give students time
- Foster collaboration and group work

Inclusive Education

From

Guide: [Fetal alcohol spectrum disorder and learning](#)

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

Suggestion: [Support participation and confidence](#)

Date

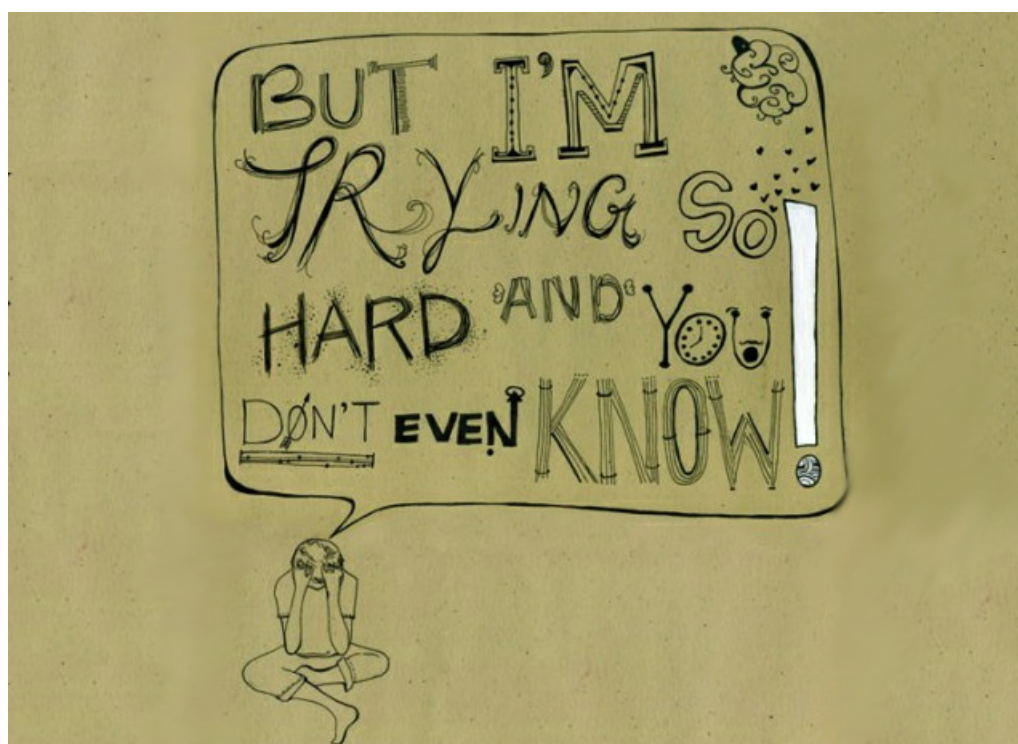
01 July 2026

Link

[inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y1-8-support-participation-and-confidence](https://inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y1-8-support-participation-and-confidence)

---

## Recognise student effort



Source:

[Poppytalk](#)

<https://poppytalk.com/>

[View full image \(206 KB\)](#)

[Inclusive Education](#)

From

Guide: [Fetal alcohol spectrum disorder and learning](#)

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

Suggestion: [Support participation and confidence](#)

Date

01 July 2026

Link

[inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y1-8-support-participation-and-confidence](https://inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y1-8-support-participation-and-confidence)

---

## Minimise or remove homework

The school day can be exhausting for a student with FASD. Their brain has to work harder to concentrate and complete each and every task they are given.

When I am at school I use an enormous amount of my energy to keep myself safe and focused.

At the end of school I am extremely tired and do not cope well with homework.

Can you please think about ways to minimise homework for me and make it manageable?

**Student**

**Source:**

[Fetal Alcohol Network NZ](#)

[https://www.fasd-can.org.nz/caregiver\\_whanau\\_support#fasd-and-the-education-system](https://www.fasd-can.org.nz/caregiver_whanau_support#fasd-and-the-education-system)

## Inclusive Education

From

Guide: [Fetal alcohol spectrum disorder and learning](#)

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

Suggestion: [Support participation and confidence](#)

Date

01 July 2026

Link

[inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y1-8-support-participation-and-confidence](http://inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y1-8-support-participation-and-confidence)

---

## Use trauma informed approaches

At Napier's Henry Hill School, their trauma-informed approach includes yoga, regular 'brain breaks' and Te Āhuru Mōwai, the sensory garden which forms a relaxing zone, grounding students in the natural world.



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

Closed Captions

Source:

[Prime Minister's Education Excellence Awards 2021](#)

<https://youtu.be/XgpYiLuRybc?si=IyO5RbrMh4xIOSzY>

## Inclusive Education

From

Guide: [Fetal alcohol spectrum disorder and learning](#)

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

Suggestion: [Support participation and confidence](#)

Date

01 July 2026

Link

[inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y1-8-support-participation-and-confidence](https://inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y1-8-support-participation-and-confidence)

---

## Design the day

Careful programme design can help all students, including those with FASD, to be successful, regardless of whether they are in a single classroom, an open plan space or other environment.

Each student will have different needs so collaborate with the ākonga, whānau and the school team.

- ✓ Schedule regular check-ins with ākonga.
- ✓ Assign peer support and supervision for all parts of the school day.
- ✓ Design a timetable to suit the learner with regular quiet or low sensory times.
- ✓ Reduce daily choices and decisions by creating a predictable personalised timetable.
- ✓ Limit the number of different people the student needs to interact with and the time spent with larger or noisy groups of students.
- ✓ Use Universal Design for Learning (UDL) principles to provide flexible learning options to suit students.
- ✓ Design transition signals and consider personalised systems. For example timers, music, traffic light systems.

[Inclusive Education](#)

From

Guide: [Fetal alcohol spectrum disorder and learning](#)

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

Suggestion: [Support participation and confidence](#)

Date

01 July 2026

Link

[inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y1-8-support-participation-and-confidence](https://inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y1-8-support-participation-and-confidence)

---

## Give students time



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

[View full image \(673 KB\)](#)

## Inclusive Education

From

Guide: [Fetal alcohol spectrum disorder and learning](#)

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

Suggestion: [Support participation and confidence](#)

Date

01 July 2026

Link

[inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y1-8-support-participation-and-confidence](https://inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y1-8-support-participation-and-confidence)

---

# Foster collaboration and group work

Provide opportunities for ākonga to work with others. Carefully design group or pair based activities to maximise productive interactions and learning.

- ✓ Assign a peer to support students during group work.
- ✓ Plan turn-taking games and circle games to encourage appropriate social interaction.
- ✓ Provide physical items such as a cushion or mat to define personal space or a talking stick or stone for ākonga to hold when it is their turn to talk.
- ✓ Encourage tuakana-teina relationships and create a culture where students role model and provide support for each other.
- ✓ Create social stories that break down a task or social situation into small and easy-to-understand steps, accompanied by descriptive pictures.
- ✓ Teach specific speaking and conversation skills. For example, rehearse ways to start and close a conversation and read body language.
- ✓ Assign group roles such as speaker, listener, and note-taker to the group members.
- ✓ Monitor the discussions to ensure that all students understand the task and have opportunities to participate.

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.