

Support participation and build confidence

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

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- Includes:**
- Design the day to meet diverse needs
 - Recognise strengths and interests
 - Foster confidence
 - Build peer supports
 - Foster inter-dependence
 - Foster collaboration and group work

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From

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

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

Suggestion: [Support participation and build confidence](#)

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Design the day to meet diverse needs

Careful programme design can help all students, including those with FASD, to be successful, 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. For example, reduce the number of subjects taken and replace with breakout times and spaces.
- 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.

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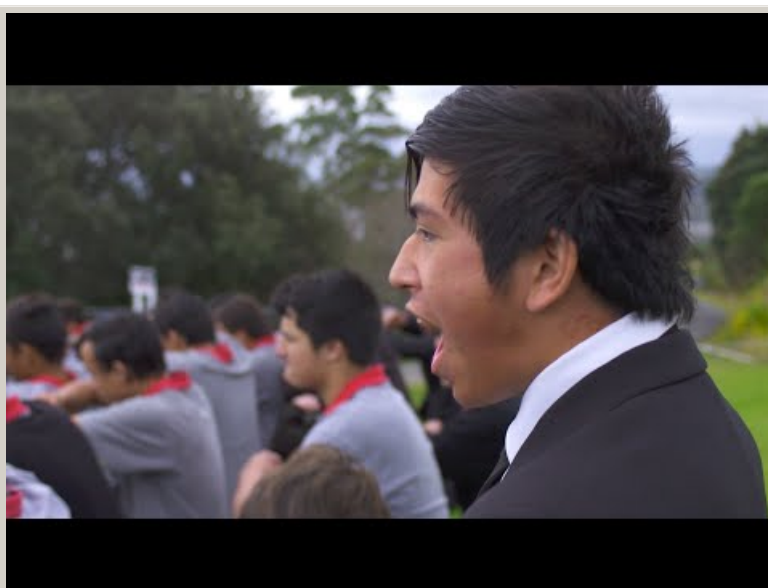
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Recognise strengths and interests

Gisborne Boys' High School's Whakairo course lifted the performance of students from all cultures by delivering a culturally engaging curriculum.



Video hosted on Youtube <http://youtu.be/As1Wbq2s64w>

Closed Captions

Source:

[PMEEA New Zealand](#)

<https://youtu.be/As1Wbq2s64w?si=NZ-QBX5O1EZF7C4o>

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Foster confidence

- ✓ Ask students how they like to learn.
- ✓ Use students' interests and strengths as a basis for supporting them to choose successful learning pathways.
- ✓ Recognise and eliminate situations that students may find difficult or embarrassing because of their physical, behavioural, or cognitive differences.
- ✓ Communicate success to the student, their parents or caregivers, and whānau.
- ✓ Recognise avoidance strategies and provide support and encouragement.
- ✓ Give students extra time to complete work.
- ✓ Make learning supports, such as text-to-speech and word prediction available to all students.
- ✓ Enable students to show their strengths and contribute their ideas in collaborative work, without the challenge of lengthy reading and writing tasks.
- ✓ Give prompt and specific feedback frequently.

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Build peer supports

Identify when students with FASD might benefit from the support or companionship of a peer. For example, this could be:

- ✓ a transition buddy who walks with the student from class to class
- ✓ a homework buddy to call when they have questions about an assignment
- ✓ a member of the sports team who will provide informal coaching and feedback in new situations, such as travelling on a bus for out-of-town games.

Help the student identify peers that they can ask for help. Make a diagram that illustrates who these people are in the student's circle of support.

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Foster inter-dependence

Psychologist Dan Dubovsky explains the importance of providing a student with a "go-to" person to foster interdependence, rather than striving for complete independence.



Video hosted on Youtube http://youtu.be/VQLTIsgz_Jo

Closed Captions

Source:

[POPFASD \(Canada\)](#)

https://youtu.be/VQLTIsgz_Jo?si=2RPom9zwxrE5HnKR

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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 desk area 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 to 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.

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