

Inclusive Education

From

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

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

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

Date

11 June 2026

Link

inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y9-13-support-participation-and-build-confidence

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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