

Emotional triggers and strategies to support

Triggers	Strategies
Surprise at a new task	<ul style="list-style-type: none"> • Plan ahead where possible • Use multiple representations to support the new task (visual, audio) • Prepare student for transitions, ensure all students hear and see what is coming next
Negotiating spaces that may regularly change	<ul style="list-style-type: none"> • Prepare students for change with models, paper, and online maps that they can talk about • Create familiar spaces that stay the same • Talk to and involve students in preparing for change
Frustration with materials and tools	<ul style="list-style-type: none"> • Allow students to choose what might work best for them • Offer choice, flexibly, and variety (digital and non-digital) • Introduce new tools with supported guidance
Social interactions and working collaboratively	<ul style="list-style-type: none"> • Offer options for students to work alone or in a group • Let students know ahead of the time the groups they will be in • Provide verbal or visual prompts to support and promote collaborative interaction • Explicitly teach skills required for working collaboratively with others • Give direct instruction supported by visuals and audio cues for the length of the activity
Confusion about task or expectations	<ul style="list-style-type: none"> • Make graphic organisers and follow charts available to support learning tasks • Break up tasks into small manageable chunks • Use online spaces so students can locate content and the support required for understanding and completing tasks • Clearly locate and identify supports for tasks in deafened areas of the learning space • Specifically say and display lists of materials required for certain learning tasks
Noise levels	<ul style="list-style-type: none"> • Offer headphones • Provide quiet and calming spaces
Unsure of routines	<ul style="list-style-type: none"> • Use visual timetables to support transitions throughout the day and week • Give advance warning of any changes to routine • Provide access to key adults or learning support buddies
Lack of relevance or connection with the learning task	<ul style="list-style-type: none"> • Involve students in the design of learning programmes, topics, and contexts • Provide opportunities for students to choose areas of interest • Build in options for students to move ahead or revisit learning at their own pace
Test or assessment anxiety	<ul style="list-style-type: none"> • Be clear about the purpose and share this with your students • Offer multiple ways for students to express their understanding • Prepare students ahead of time with exemplars and opportunities to practice