## Emotional triggers and strategies to support

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Strategies</th>
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| **Surprise at a new task**                                              | • 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**                       | • 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**                                | • 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**                    | • 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**                               | • 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**                                                        | • Offer headphones  
 • Provide quiet and calming spaces |
| **Unsure of routines**                                                  | • 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**             | • 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**                                          | • 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 |