

Teach stress management, anxiety and coping skills

A suggestion for implementing the strategy 'Support emotional wellbeing and positive mental health' from the Guide: [Behaviour and learning](#)

Includes:

- Support self-advocacy
- Teach positive self talk
- Teach deep breathing exercises
- Use the 5-point scale for anxiety
- Self-assessment
- Useful resources

Support self-advocacy

Emotional triggers and strategies to support	
Triggers	Strategies
Surprise at a new task	<ul style="list-style-type: none">Plan ahead where possibleUse multiple representations to support the new tasks (visual, audio)Prepare students for transitions, ensure all students hear and see what is coming next
Negotiating spaces that may regularly change	<ul style="list-style-type: none">Provide online and paper mapsProvide models that students can manipulate and talk aboutPrepare students for changeCreate familiar spaces that stay the same
Frustration with materials and tools	<ul style="list-style-type: none">Allow students to chose what might work best for themOffer choice 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 groupLet students know ahead of time the groups they will be working inProvide verbal or visual prompts to support and promote collaborative interactionExplicitly teach skills required for working collaboratively with othersGive direct instruction supported by visual and audio cues how long the activity may go for
Test or assessment anxiety	<ul style="list-style-type: none">Be clear about the purpose and share this with your studentsOffer multiple ways for students to express their understandingPrepare students ahead of time with exemplars and opportunities to practice
Noise levels	<ul style="list-style-type: none">Offer headphonesProvide quiet spacesProvide calming spaces
Moving around crowded and large rooms	<ul style="list-style-type: none">Define areas by colour, add visuals and clear labelsCreate accessible, uncluttered pathwaysHave a home base where students can return to if feeling overwhelmed
Self Confidence	<ul style="list-style-type: none">Guide students to recognize when they are enjoying their learningBuild upon personal strengthsSupport students ability to solve problems

Source:
[Ministry of Education | Te Tāhuhu o te Mātauranga](#)
<https://www.inclusive.tki.org.nz/assets/inclusive-education/slide-images/Emotional-triggers-1.jpg>
[View full image \(925 KB\)](#)

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From

Guide: [Behaviour and learning](#)

Strategy: [Support emotional wellbeing and positive mental health](#)

Suggestion: [Teach stress management, anxiety and coping skills](#)

Date

15 May 2024

Link

inclusive.tki.org.nz/guides/behaviour-and-learning/teach-stress-management-anxiety-and-coping-skills

Teach positive self talk

Self coaching or self talk is a useful strategy for all students.

When a student approaches a situation that they may perceive as difficult or challenging, they can repeat to themselves a mantra or phrase to remind or encourage them towards the desired behaviour.

This strategy can increase feelings of calmness and increase confidence. It is particularly effective when paired with a breathing technique such as [box breathing](#).

[Explore example mantras](#) for social situations, starting a task, starting the school day, test taking, transitions. Plus a blank template so students can create their own mantras or phrases.

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Teach deep breathing exercises

Deep breathing exercises can help a student calm down by focusing on the here and now.

They redirect the mind away from anxiety-provoking events from the past or fears of what might happen in the future.



Video hosted on Youtube <http://youtu.be/p5iN1WzmH6Q>

No captions or transcript

Source:

[Anxiety New Zealand Trust](#)

<https://www.anxiety.org.nz/>

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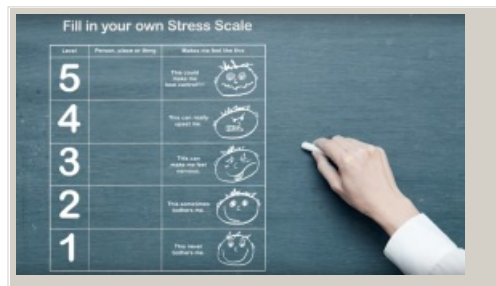
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Use the 5-point scale for anxiety

Introduce [the 5-point scale](#) to teach social and emotional skills through a systems approach.



Video hosted on Youtube <http://youtu.be/L2zZOxSwkzI>

No captions or transcript

Source:

[Autism Live \(US\)](#)

<https://www.youtube.com/channel/UCSR-PtIMWK7QzRHKDKJItRA>

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Self-assessment

Are these strategies emerging, partly in place, or established in your practice?

Illustrate your response with examples from your own teaching.

- ✓ There are scaffolds and tools available to support self-regulated behaviour.
- ✓ I acknowledge students when they demonstrate self-regulation (for example, waiting their turn, sharing with others, using a strategy to calm down).
- ✓ I explicitly teach and model self-management strategies.
- ✓ Students receive feedback for using the strategies.
- ✓ I regularly check in on students, giving supportive feedback that builds their view of themselves as active learners.

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Useful resources



Break cards

Break cards enable students to tell adults they need a break. Discuss and agree boundaries and expectations around how to use break cards. Three, free, downloadable break card options.

Publisher: Teachers Pay Teachers

[Visit website](#)



Self-coaching

Explanation of a technique for students to use by repeating words to provide calm and focus, especially in challenging situations.

Publisher: Goalbook

[Visit website](#)



Pause, breathe, smile mindfulness in schools

A researched based mindfulness programme developed for New Zealand schools and endorsed by the Mental Health Foundation of New Zealand.

Publisher: Mindfulness Education Group

[Visit website](#)

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