

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Be proactive](#)

Suggestion: [Recognise emerging distress](#)

Date

18 June 2026

Link

[inclusive.tki.org.nz/guides/behaviour-and-learning/recognise-emerging-distress](https://inclusive.tki.org.nz/guides/behaviour-and-learning/recognise-emerging-distress)

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## Ensure students are known

Get to know and understand each student and identify potentially difficult times or situations that may be stressful or difficult for them.

Keep up-to-date and maintain an interest in a student's life beyond school.

This will help you to:

- eliminate or minimise situations that may cause unnecessary stress, for example, changes in routine, rushing, illness, sensory overload, taking turns, being reprimanded in front of others, things happening at home.
- identify the student's personal signs of stress or unhappiness and intervene early.
- have a timely conversation with a student about what you have noticed and how to develop coping strategies.
- more accurately interpret wider classroom or playground behaviour and pre-empt potential areas of conflict.

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