

# 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

Inclusive Education

From

Guide: [Behaviour and learning](#)

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

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

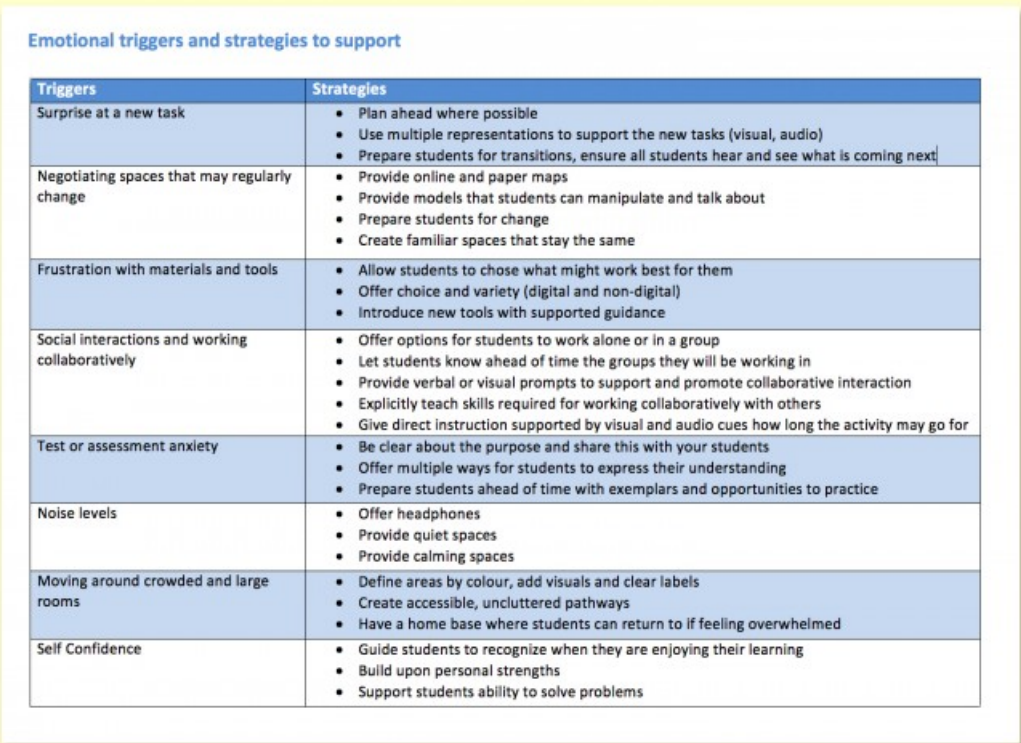
Date

05 October 2021

Link

[inclusive.tki.org.nz/guides/behaviour-and-learning/teach-stress-management-anxiety-and-coping-skills](https://www.inclusive.tki.org.nz/guides/behaviour-and-learning/teach-stress-management-anxiety-and-coping-skills)

## Support self-advocacy



Triggers	Strategies
Surprise at a new task	<ul style="list-style-type: none"><li>Plan ahead where possible</li><li>Use multiple representations to support the new tasks (visual, audio)</li><li>Prepare students for transitions, ensure all students hear and see what is coming next</li></ul>
Negotiating spaces that may regularly change	<ul style="list-style-type: none"><li>Provide online and paper maps</li><li>Provide models that students can manipulate and talk about</li><li>Prepare students for change</li><li>Create familiar spaces that stay the same</li></ul>
Frustration with materials and tools	<ul style="list-style-type: none"><li>Allow students to choose what might work best for them</li><li>Offer choice and variety (digital and non-digital)</li><li>Introduce new tools with supported guidance</li></ul>
Social interactions and working collaboratively	<ul style="list-style-type: none"><li>Offer options for students to work alone or in a group</li><li>Let students know ahead of time the groups they will be working in</li><li>Provide verbal or visual prompts to support and promote collaborative interaction</li><li>Explicitly teach skills required for working collaboratively with others</li><li>Give direct instruction supported by visual and audio cues how long the activity may go for</li></ul>
Test or assessment anxiety	<ul style="list-style-type: none"><li>Be clear about the purpose and share this with your students</li><li>Offer multiple ways for students to express their understanding</li><li>Prepare students ahead of time with exemplars and opportunities to practice</li></ul>
Noise levels	<ul style="list-style-type: none"><li>Offer headphones</li><li>Provide quiet spaces</li><li>Provide calming spaces</li></ul>
Moving around crowded and large rooms	<ul style="list-style-type: none"><li>Define areas by colour, add visuals and clear labels</li><li>Create accessible, uncluttered pathways</li><li>Have a home base where students can return to if feeling overwhelmed</li></ul>
Self Confidence	<ul style="list-style-type: none"><li>Guide students to recognize when they are enjoying their learning</li><li>Build upon personal strengths</li><li>Support students ability to solve problems</li></ul>

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 \(925 KB\)](#)

Inclusive Education

From

Guide: [Behaviour and learning](#)

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

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

Date

05 October 2021

Link

[inclusive.tki.org.nz/guides/behaviour-and-learning/teach-stress-management-anxiety-and-coping-skills](https://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.

Inclusive Education

From

Guide: [Behaviour and learning](#)

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

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

Date

05 October 2021

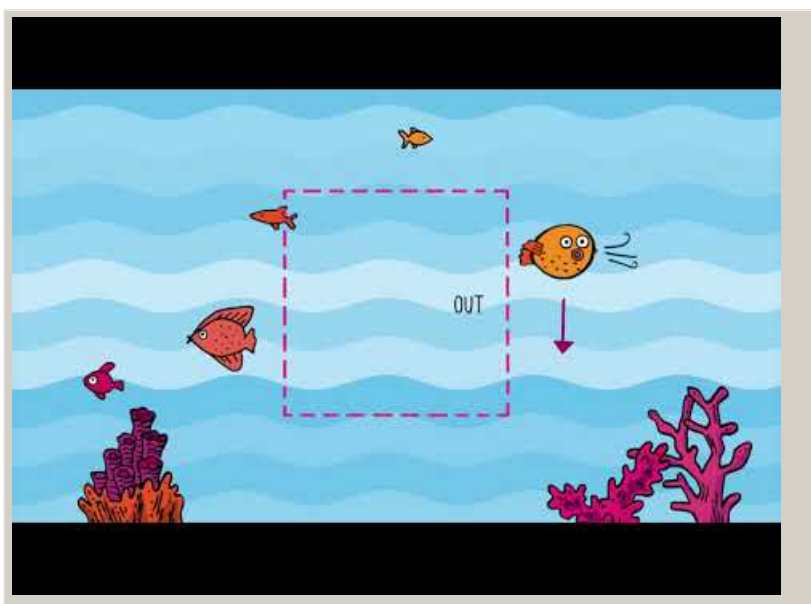
Link

[inclusive.tki.org.nz/guides/behaviour-and-learning/teach-stress-management-anxiety-and-coping-skills](http://inclusive.tki.org.nz/guides/behaviour-and-learning/teach-stress-management-anxiety-and-coping-skills)

## 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/YFdZXwE6fRE>

No captions or transcript

Source:

[Stop, Breathe & Think \(US\)](#)

<https://www.youtube.com/channel/UCkB9zEEqnP9kMIf5VChd99Q>

## Inclusive Education

From

Guide: [Behaviour and learning](#)

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

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

Date

05 October 2021

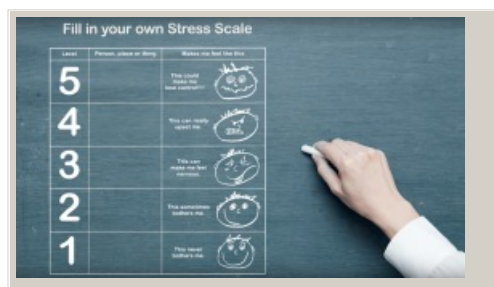
Link

[inclusive.tki.org.nz/guides/behaviour-and-learning/teach-stress-management-anxiety-and-coping-skills](http://inclusive.tki.org.nz/guides/behaviour-and-learning/teach-stress-management-anxiety-and-coping-skills)

---

# 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>

## Inclusive Education

From

Guide: [Behaviour and learning](#)

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

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

Date

05 October 2021

Link

[inclusive.tki.org.nz/guides/behaviour-and-learning/teach-stress-management-anxiety-and-coping-skills](https://inclusive.tki.org.nz/guides/behaviour-and-learning/teach-stress-management-anxiety-and-coping-skills)

---

## 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.

Inclusive Education

From

Guide: [Behaviour and learning](#)

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

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

Date

05 October 2021

Link

[inclusive.tki.org.nz/guides/behaviour-and-learning/teach-stress-management-anxiety-and-coping-skills](https://inclusive.tki.org.nz/guides/behaviour-and-learning/teach-stress-management-anxiety-and-coping-skills)

---

## Useful resources



**Break cards**

Publisher: Teachers Pay Teachers

[Visit website](#)



**Self-coaching**

Publisher: Goalbook

[Visit website](#)



**Pause, breathe, smile mindfulness in schools**

Publisher: Mindfulness Education Group

[Visit website](#)

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.