

Inclusive Education

From

Guide: [Behaviour and learning](#)

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

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

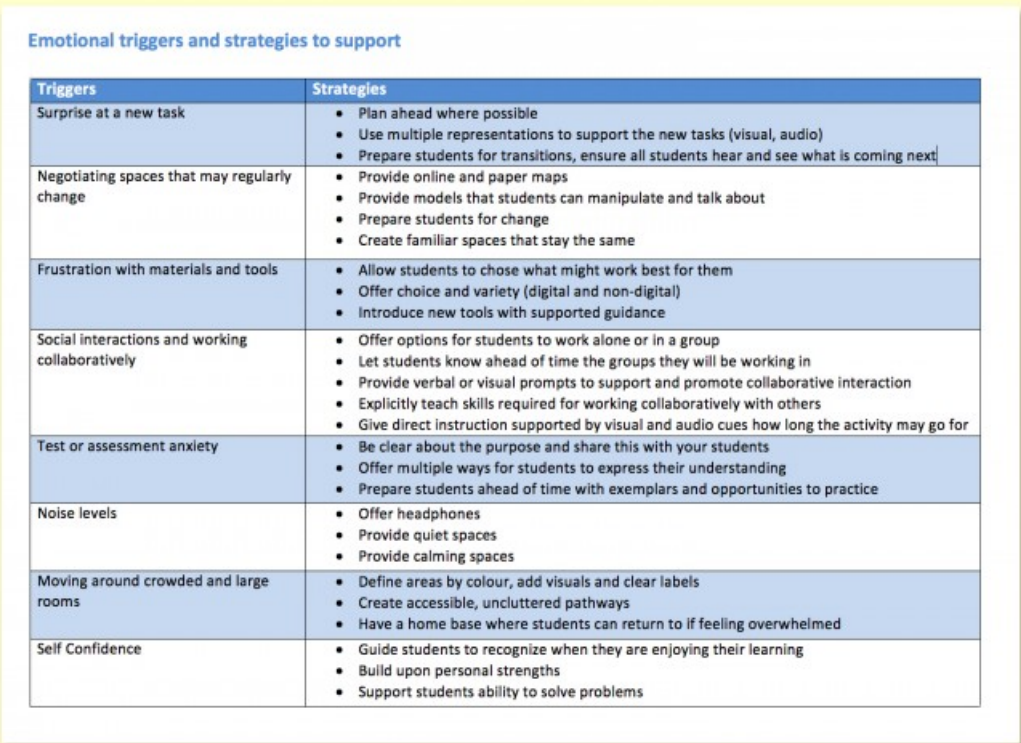
Date

06 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">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 choose 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>

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