

Inclusive Education

From

Guide: [Collaborative planning for learning](#)

Strategy: [Making a collaborative learning support plan](#)

Suggestion: [Pre-empt or notice the need for specific support](#)

Date

13 October 2021

Link

inclusive.tki.org.nz/guides/collaborative-planning-for-learning/notice-the-need-for-specific-support

Take a pre-emptive approach

When you know tamariki well, you are able to pre-empt and then plan for events or circumstances that may disrupt their equilibrium or cause anxiety.

Think about environmental factors, such as:

- noisy or unstructured spaces
- time restrictions
- not knowing why something is happening
- multiple spoken instructions.

Think about changes in routine, such as:

- a new teacher, teacher aide, or learning support staff
- [transitions](#) between activities or learning spaces
- settling into a new term or learning environment
- using new equipment or processes
- a sibling or close friend moving to another class/school
- doing an unfamiliar activity outdoors or in the community
- changing deadlines.

Look out for events that may increase anxiety, such as:

- sports, drama, or music events, such as a school show
- speeches or oral assessments
- large-group activities, such as assembly or school camp
- exams and assessments.

Think about other external factors, such as:

- changes or challenges at home
- bullying
- changing relationships with friends or siblings
- health issues
- family financial stresses.

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