

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

12 August 2025

Link

[inclusive.tki.org.nz/guides/collaborative-planning-for-learning/notice-the-need-for-specific-support](https://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.

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.

---

