

Emotional triggers and strategies to support

| Triggers | Strategies |
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| Surprise at a new task | <ul style="list-style-type: none"> • Plan ahead where possible • Use 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 maps • Provide models that students can manipulate and talk about • Prepare students for change • Create familiar spaces that stay the same |
| Frustration with materials and tools | <ul style="list-style-type: none"> • Allow students to chose what might work best for them • Offer 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 group • Let students know ahead of time the groups they will be working in • Provide verbal or visual prompts to support and promote collaborative interaction • Explicitly teach skills required for working collaboratively with others • Give 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 students • Offer multiple ways for students to express their understanding • Prepare students ahead of time with exemplars and opportunities to practice |
| Noise levels | <ul style="list-style-type: none"> • Offer headphones • Provide quiet spaces • Provide calming spaces |
| Moving around crowded and large rooms | <ul style="list-style-type: none"> • Define areas by colour, add visuals and clear labels • Create accessible, uncluttered pathways • Have 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 learning • Build upon personal strengths • Support students ability to solve problems |