Inclusive Education
From
Guide: Behaviour and learning
Strategy: Support emotional wellbeing and positive mental health
Suggestion: Teach stress management, anxiety and coping skills
Date
20 April 2024
Link
inclusive.tki.org.nz/guides/behaviour-and-learning/teach-stress-management-anxiety-and-coping-skills

## Support self-advocacy

Emotional triggers and strategies to support

| Triggers | Strategles |
| :---: | :---: |
| Surprise at a new task | - Plan ahead where possible <br> - Use multiple representations to support the new tasks (visual, audio) <br> - Prepare students for transitions, ensure all students hear and see what is coming next\| |
| Negotiating spaces that may regularly change | - Provide online and paper maps <br> - Provide models that students can manipulate and talk about <br> - Prepare students for change <br> - Create familiar spaces that stay the same |
| Frustration with materials and tools | - Allow students to chose what might work best for them <br> - Offer choice and variety (digital and non-digital) <br> - Introduce new tools with supported guidance |
| Social interactions and working collaboratively | - Offer options for students to work alone or in a group <br> - Let students know ahead of time the groups they will be working in <br> - Provide verbal or visual prompts to support and promote collaborative interaction <br> - Explicitly teach skills required for working collaboratively with others <br> - Give direct instruction supported by visual and audio cues how long the activity may go for |
| Test or assessment anxiety | - Be clear about the purpose and share this with your students <br> - Offer multiple ways for students to express their understanding <br> - Prepare students ahead of time with exemplars and opportunities to practice |
| Noise levels | - Offer headphones <br> - Provide quiet spaces <br> - Provide calming spaces |
| Moving around crowded and large rooms | - Define areas by colour, add visuals and clear labels <br> - Create accessible, uncluttered pathways <br> - Have a home base where students can return to if feeling overwhelmed |
| Self Confidence | - Guide students to recognize when they are enjoying their learning <br> - Build upon personal strengths <br> - Support 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
View full image ( 925 KB )

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