

Inclusive Education

From

Guide: [Behaviour and learning](#)

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

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

Date

18 November 2019

Link

[www.inclusive.tki.org.nz/guides/behaviour-and-learning/teach-stress-management-anxiety-and-coping-skills](http://www.inclusive.tki.org.nz/guides/behaviour-and-learning/teach-stress-management-anxiety-and-coping-skills)

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## Self-assessment

Are these strategies emerging, partly in place, or established in your practice?

Illustrate your response with examples from your own teaching.

- ▲▲ There are scaffolds and tools available to support self-regulated behaviour.
- ▲▲ I acknowledge students when they demonstrate self-regulation (for example, waiting their turn, sharing with others, using a strategy to calm down).
- ▲▲ I explicitly teach and model self-management strategies.
- ▲▲ Students receive feedback for using the strategies.
- ▲▲ I regularly check in on students, giving supportive feedback that builds their view of themselves as active learners.

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