

Inclusive Education

From

Guide: [Planning innovative learning environments \(ILEs\)](#)

Strategy: [Support inclusive teaching practices](#)

Suggestion: [Identify barriers to learning and wellbeing, and ways to ease cognitive stress and overload](#)

Date

21 January 2019

Link

www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/identify-barriers-to-learning-and-wellbeing-and-ways-to-ease-cognitive-stress-and-overload

Monitor student overload

Students experience cognitive stress and overload when a task or situation is overwhelming. Cognitive fatigue accumulates. The student's performance may deteriorate as the day progresses, or toward the end of the school week or term.

- ▲▲ Regularly connect with the student and parents to discuss their workload and what is happening at home.
- ▲▲ Work with the student, and their family, to prevent overload. For example, negotiate in advance expectations around completion of tasks.
- ▲▲ Find out what the signs of the student being overloaded are.
- ▲▲ Find out what triggers overload for the student.
- ▲▲ Discuss with the student what support they need to self-manage when they are overloaded. For example, use a break card, withdraw to a quiet space, tell the teacher they are overloaded.
- ▲▲ Agree as a class: how to communicate if something is too hard, how to ask for help, how we look after our friends and recognise when they are stressed, where we can go if we are stressed.

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