Reduce students' stress

Emotional triggers and strategies to support

Triggers	Strategies
Surprise at a new task	• 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	• 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	• 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	• 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	• 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	• Offer headphones • Provide quiet spaces • Provide calming spaces
Moving around crowded and large rooms	• 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	• Guide students to recognize when they are enjoying their learning • Build upon personal strengths • 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

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