

Provide useful structure, protocols, and routines to increase predictability and calmer environments

A suggestion for implementing the strategy

'Collaboratively develop a safe and caring culture and climate' from the Guide:

[Behaviour and learning](#)

Includes:

- Co-design with students
- Maximise use of visuals
- Community building routines
- Support transitions between activities
- Self-assessment
- Useful resources

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Collaboratively develop a safe and caring culture and climate](#)

Suggestion: [Provide useful structure, protocols, and routines to increase predictability and calmer environments](#)

Date

25 April 2024

Link

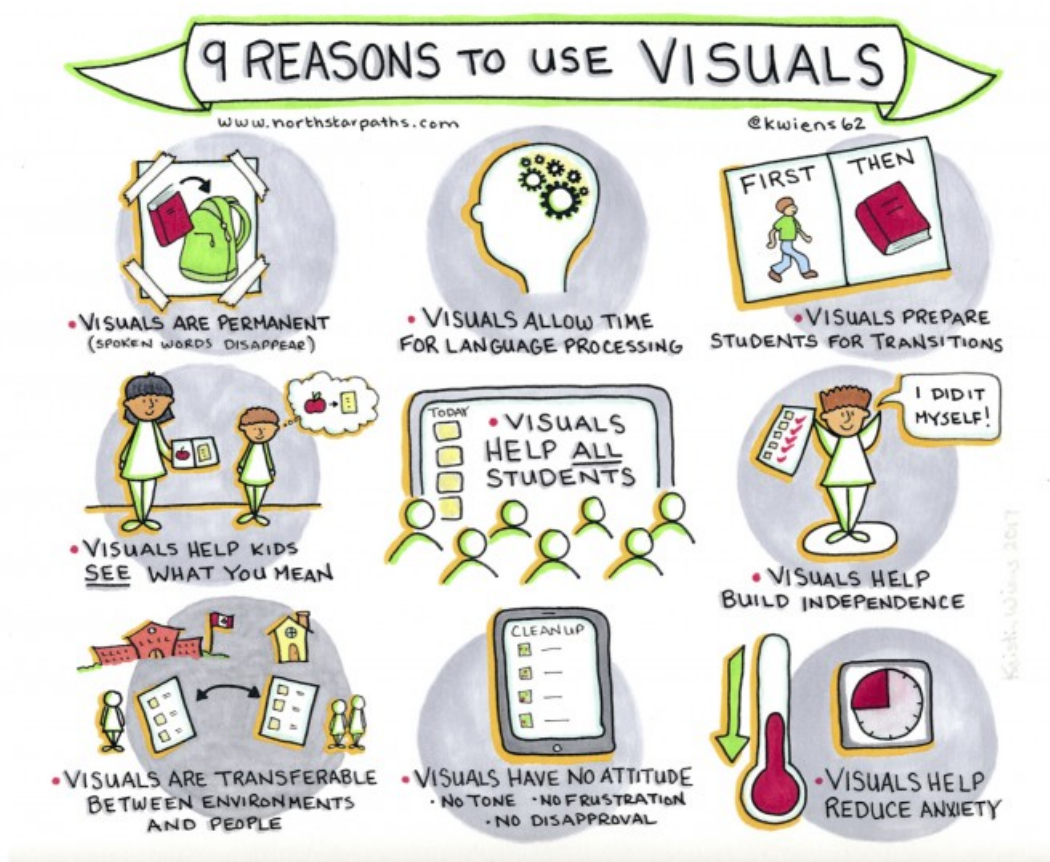
inclusive.tki.org.nz/guides/behaviour-and-learning/provide-useful-structure-protocols-and-routines-to-increase-predictability-and-calmer-environments

Co-design with students

Discuss with students ways to reduce anxiety by building structure and predictability into the following situations:

- ✓ working in large, open spaces
- ✓ lining up in cramped spaces
- ✓ speaking in front of the class
- ✓ group work
- ✓ changing layout of furniture
- ✓ changing layout of rooms and spaces
- ✓ changes to routine
- ✓ lots of choices
- ✓ unable to see, read, or hear information
- ✓ loud noise levels
- ✓ bright lights and glare
- ✓ moving around the school with large numbers of people at once
- ✓ hot desking (no fixed desk).

Maximise use of visuals



Source:

North Star Paths

<http://northstarpaths.com/>

[View full image \(1.5 MB\)](#)

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Community building routines

Set up regular times where students connect, share what's on top, and identify how they can help each other.



Video hosted on Youtube http://youtu.be/U6_pLkwaCeY

Closed Captions

Source:

[Edutopia \(US\)](#)

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Support transitions between activities

Provide structure and support for students as they change activity.

- ✓ Display a daily, visual timetable on the whiteboard with an outline for the day's activities and refer to it when letting students know what is happening next.
- ✓ Teach behavioural expectations for transition and non-instructional activities.
- ✓ Use physical activities, such as standing and taking deep breaths, to mark the change from one lesson to another. Simple stretching or singing exercises are other effective ways to mark transitions.
- ✓ Advise the class 5–10 minutes in advance that a class or activity is about to end.
- ✓ Encourage students to self-manage timing by using a vibrating watch or a timer on their phone. They can set it to silently vibrate at particular intervals as reminders to transition to the next activity or class.

Self-assessment

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

Illustrate your response with examples from your own teaching.

- The students and I have developed routines for the learning space.
- The routines are displayed and regularly taught.
- Students receive feedback and encouragement to follow the routines, both from me and from one another.
- We use [basic NZSL signs](#) alongside spoken instructions in the classroom.

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Useful resources



Classroom language

A collection of classroom expressions in sign language shown through video clips.

Publisher: Thumbs Up!

[Visit website](#)

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