

NSW Department of Education



# Preventing and supporting low level disruptive behaviour

Nicole Carrabott, Jodie Harris  
& Emma Lynch

Behaviour Specialists

14 June 2023



# Contents

Slide title	Slide
Acknowledgement of Country	3
1. Before we begin...	9
2. Expectations and rules	10-12
• Expectations vs rules	11
• The benefits of rules	12
3. The process of developing expectations and rules	13-16
• OMPUA	13
• Negotiating class rules	14

Slide title	Slide
4. Establishing procedures and predictable routines	17-21
• The importance of predictability	18
• From procedure to routine	20
• An example procedure	21
5. Teaching rules and routines	22-26
6. Before our next session	27-29
• Inclusive Practice Hub	28
• Students with a disability	29
Other suggested PL and reading	30



# Acknowledgement of Country



We recognise the ongoing Custodians of the lands and waterways where we work and live. We pay respect to Elders past and present as ongoing teachers of knowledge, songlines, and stories.

We strive to ensure every Aboriginal and Torres Strait Islander learner in NSW achieves their potential through education.



# Behaviour Specialist Team

Jodie Harris

Emma Lynch

Behaviour Specialist  
Officers



# Setting up for success 2023

14 June Wednesday 3.35-4.35 pm

Preventing and supporting low-level disruptive behaviour



---

Developing expectations and rules for student behaviour

---

Establishing classroom procedures and predictable routines

---

Teaching rules and routines

# Setting up for success 2023

27 June Tuesday 3.35-4.35 pm Responding to challenging student behaviour



---

Understanding behaviour and its function

---

Responding to and encouraging expected behaviour

---

Strategies to respond effectively to inappropriate student behaviour

---



# Australian Professional Teaching Standard 4

## Preventing and supporting low level disruptive behaviour



### 4.2.1

Demonstrate the capacity to organise classroom activities and provide clear directions

# Learning intentions



---

Participants will be able to:

- Apply rules and routines to support effective classroom management.
- Identify key processes for developing, teaching and sustaining effective practices for rules and routines.



## Preventing and supporting low level disruptive behaviour

# Before we begin...

# 1

Preventing and supporting low level disruptive behaviour

# Expectations and rules

2

# Expectations vs rules

## EXPECTATIONS

- broadly stated: 3–5 expectations
- apply to all situations and settings
- communicate expected behaviour
- usually agreed on by the whole school.



## RULES

- align with expectations
- are specific, observable, positively stated - each expectation has 3–5 rules
- are a replacement for inappropriate behaviours.





# The benefits of rules

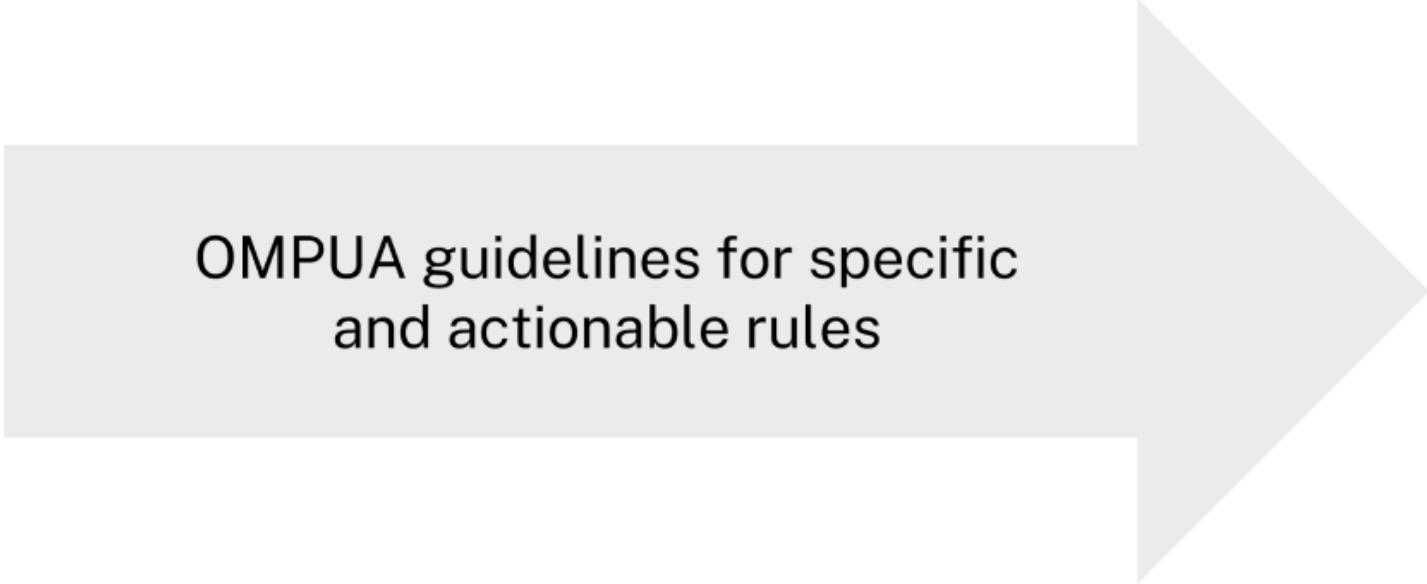


- ✓ Clearly articulate success criteria
- ✓ Enable proactive teaching of expected behaviour
- ✓ Provide a framework to guide decisions for student behaviour
- ✓ Focus on positive behaviour

Preventing and supporting low level disruptive behaviour

# Developing expectations and rules

3



OMPUA guidelines for specific  
and actionable rules

Observable

Measurable

Positively stated

Understandable

Always applicable



# Negotiating class rules



- ✓ Consistent with school rules
- ✓ Involve students
- ✓ Positively phrased
- ✓ 4-6 in total
- ✓ Simple and short words
- ✓ Display prominently



## Preventing and supporting low level disruptive behaviour

# Establishing procedures and predictable routines

# 4



# Be predictable!

- ✓ Routine for arrival and dismissal
- ✓ When and where to line up
- ✓ Activities to do upon work completion
- ✓ Daily visual schedules





Illustrations of Practice

**Proficient**

Focus area 4.2

aitsl

# From procedure to routine



- ✓ Plan ahead
- ✓ Age-appropriate language
- ✓ Break tasks into steps
- ✓ Support with visuals or written steps
- ✓ Teach explicitly and consistently
- ✓ Teach, model, practice, reinforce each step
- ✓ Checking for understanding





# An example procedure - Transition

- At the teacher's signal stop.
- Return equipment or borrowed material to the correct place quickly.
- Clean up around desk.
- Wait quietly for instructions.
- Leave the room at the teacher's direction.

Preventing and supporting low level disruptive behaviour

# Teaching rules and routines

5

# Explicit teaching



**Model, teach, revise classroom rules and routines in the same way you would teach academic content.**

# A model for teaching routines

## 1. Model how to

- ✓ Show students what you want them to do
- ✓ Make it simple but highly detailed
- ✓ Appropriate to the student's age - play the part of a student and act out each step.





# A model for teaching routines

## 2. Model how not too

- ✓ Show students how not to perform the routine
- ✓ have fun with it
- ✓ exaggerate poor behaviour - it makes the strategy more effective because it underscores the absurdity of misbehaving in the classroom.



# A model for teaching routines

## 3. Start immediately

- ✓ go live as soon as possible
- ✓ have the students perform the routine as a regular part of the school day/lesson
- ✓ get them used to the feeling of success, of doing things the right way.



Preventing and supporting low level disruptive behaviour

Before our next session...

6

# Check out the Inclusive Practice Hub



Mathematics



Reading



Spelling



Handwriting

<https://education.nsw.gov.au/campaigns/inclusive-practice-hub/all-resources/primary-resources/other-pdf-resources/class-schedules>

# Students with a disability

---





# Other suggested PL and reading

---

[Positive Behaviour Support - Behavioural Expectations.pdf](#)



[Classroom Management Fundamentals eLearning](#)

