MO SW-PBS TEACHER TOOL
CLASSROOM PROCEDURES AND Routines

practice: Classroom procedures are defined, posted, taught, and referred to regularly.

research states:
- When students can predict the events throughout their school day, they are more likely to be engaged and less likely to display problem behavior. One way to increase predictability in a classroom is to establish routines, particularly early in the school year (Kern & Clemens, 2007, p. 67).
- Student learning is enhanced by teachers’ developing basic classroom structure (e.g. procedures) (Soar and Soar, 1979).

What are they?
- Procedures are a method or process for how things are done within the classroom.
- Procedures are patterns for accomplishing classroom tasks.
- They create a vision of a successful student.
- When procedures are taught and reinforced over time routines are established that help students meet classroom expectations.

implementation
- Steps to Creating Procedures:
  - Make a list of procedures that would help create predictability and structure in your classroom.
  - Determine the desired outcome
  - Write the steps students need to do to complete the task
  - Write procedures so they are Observable, Measurable, Positively stated, Understandable, Always applicable
  - Create posters that are in student friendly language to provide staff and students with a visual reminder.
  - Teach directly, practice regularly throughout the year and recognize students when they follow the procedures.

<table>
<thead>
<tr>
<th>Elementary Example</th>
<th>Secondary Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Position</strong></td>
<td><strong>Class Discussion</strong></td>
</tr>
<tr>
<td>• Sit with your bottom on your chair</td>
<td>• Prepare for discussion by reading the required assignment in advance</td>
</tr>
<tr>
<td>• Sit with your legs under your desk</td>
<td>• Wait until the other person is finished speaking before you talk</td>
</tr>
<tr>
<td>• Keep both feet on the floor</td>
<td>• Stay on topic</td>
</tr>
<tr>
<td>• Look at the teacher when he or she talks to the class</td>
<td>• Respect other’s opinions and contributions</td>
</tr>
<tr>
<td>• Keep your materials on top of your desk</td>
<td>• Use appropriate expressions of disagreement</td>
</tr>
</tbody>
</table>

Teacher Self-Assessment Tool

<table>
<thead>
<tr>
<th>Self-Assessment Features</th>
<th>Yes</th>
<th>No</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Essential classroom procedures have been identified and all meet OMPUA.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. My classroom procedures are prominently posted.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Classroom procedures are directly taught.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Classroom procedures are reviewed and practiced regularly throughout the school year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Students receive high rates of specific positive feedback when they follow classroom procedures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. 80% of my students can tell and demonstrate the classroom procedures.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)
This Effective Classroom Practice addresses MO Teacher Standards 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1
References


For More Information

To access the MO SW-PBS Tier 1 Workbook, videotapes and other resources go to the Missouri Schoolwide Positive Behavior Support website: http://pbismissouri.org/