

MO SW-PBS Classroom Procedures & 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; Scott, Hirn & Cooper, 2017).
- ▶ Student learning is enhanced by teachers' developing basic classroom structure (e.g. procedures) (Soar and Soar, 1979).

Aligns to MO Teacher Standards: 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

What is it?

- ▶ 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 & Routines	
<p>Make a list of procedures that would help create predictability and structure in your classroom by considering problem areas or problem times.</p> <ul style="list-style-type: none"> • 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 (OMPUA). <p>Create posters that are in student friendly language to provide staff and students with a visual reminder.</p> <p>Teach directly, practice regularly throughout the year and recognize students when they follow the procedures.</p>	
Elementary Example - Learning Position	Secondary Example - Class Discussion
<ul style="list-style-type: none"> • Sit with your bottom on your chair • Sit with your legs under your desk • Keep both feet on the floor • Look at the teacher when they talk to the class • Keep your materials on top of your desk 	<ul style="list-style-type: none"> • Prepare for engagement by reading the required assignment in advance • Wait until the other person is finished speaking before you talk • Stay on topic • Respect others opinions and contributions • Use appropriate expressions of disagreement

References

- Kern, L., & Clemens, N.H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools*, 44(1), 65-75.
- Scott, T. M., Hirn, R., & Cooper, J. (2017). *Teacher and student behaviors: Keys to success in classroom instruction*. Rowman & Littlefield.
- Soar, R., & Soar, R. (1979). Emotional climate and management. In P.L. Peterson & H. J. Walberg (Eds.), *Research on teaching*. Berkeley, CA: McCutchan.





Procedures & Routines Self Assessment

Practice: Classroom rules/expectations are aligned with schoolwide expectations, posted, and referred to regularly.

Classroom procedures and routines have been established and posted to increase structure and predictability in the classroom.

• I use classroom routines/procedures with my students.	Yes	No
• Classroom procedures are written/displayed.	Yes	No
• Classroom procedures are posted in a location that is visible for students.	Yes	No
• Classroom procedures are developed for all common tasks/activities.	Yes	No
• Classroom procedures are written in student friendly language.	Yes	No
• Classroom procedures are effective for their intended routines.	Yes	No

Classroom procedures and routines are directly taught and practiced throughout the school year.

• Classroom procedures and routines are directly taught.	Yes	No
• Classroom procedures and routines are taught and practiced throughout the year.	Yes	No
• I sometimes use procedures and routines that are inconsistent with those posted in my classroom.	Yes	No
• I teach procedures and routines at the beginning of the year.	Yes	No
• Classroom procedures and routines mostly remain consistent across the school year.	Yes	No
• When classroom procedures and routines change during the school year they are explicitly retaught and practiced.	Yes	No

Students receive specific positive feedback regularly when they follow classroom procedures and routines.

• When students make errors in the performance of procedures and routines they receive feedback.	Yes	No
• When students perform procedures and routines as expected they receive feedback.	Yes	No
• When students perform procedures and routines as expected they are given verbal positive, specific feedback.	Yes	No
• When students perform procedures and routines as expected, they are provided reinforcing feedback using a variety of verbal and nonverbal methods.	Yes	No

Students can clearly describe and perform regular routines and procedures (entering/exiting room, participating in class, transitions, accessing materials, etc.)

• My students are able to independently describe common procedures and routines.	Yes	No
• My students are able to independently follow classroom procedures and routines.	Yes	No
• My students require significant prompting to follow classroom procedures and routines.	Yes	No
• My students are able to explain a few common procedures and routines.	Yes	No
• My students need minimal prompting to follow classroom procedures and routines.	Yes	No



Procedures & Routines: Practice Profile

Expectation & Rules				
Essential Functions	Exemplary / Ideal Implementation	Proficient	Close to Proficient (Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)	Far from Proficient (Follow-up professional development and coaching is critical.)
A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible items that appeal to all student needs including: Free and frequent reinforcement	<ul style="list-style-type: none"> • Non-contingent attention is evident in teacher and student interactions across settings and activities. • Contingent attention is evident in teacher and student interactions across settings and activities with consistency, fidelity, and equity. 	<ul style="list-style-type: none"> • Non-contingent attention is attention provided by the teacher regardless of performance (smiles, greetings, conversations). • Contingent attention is given by the teacher right after the desired behavior takes place (specific positive feedback after following teacher directions). 	<ul style="list-style-type: none"> • Non-contingent reinforcement is infrequent, inconsistent, or inequitable. • Contingent attention is infrequent, inconsistent, or inequitable. 	<ul style="list-style-type: none"> • No evidence of non-contingent attention OR • Non-contingent attention is insincere, negative, or sarcastic. • No evidence of contingent attention OR • Contingent attention is used negatively or incorrectly.
A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible items that appeal to all student needs including: Intermittent reinforcement.	<p>Teacher and students work together to develop goals working toward desired context appropriate occasional reinforcers (e.g. extra recess time, class game, funny video).</p> <p>Additional teacher driven occasional reinforcers (positive phone call or postcard home) are provided with consistency, fidelity, and equity.</p>	The teacher provides Opportunities for students to earn or receive occasional reinforcement (individual, small group, whole group) appropriate for context (homework pass, break time, positive phone call home).	Opportunities for occasional reinforcement are infrequent, inconsistent, or inequitable.	No evidence of opportunities for occasional reinforcement.
A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible items that appeal to all student needs including: Strong and long- term reinforcement.	<p>There are multiple Opportunities for students to earn or receive strong and long-term reinforcement (individual, small group, whole group) that are:</p> <p>Appropriate for context considering a range of student interests and abilities, and delivered with consistency, fidelity, and equity.</p>	The teacher provides Opportunities for students to earn or receive strong and long-term reinforcement (individual, small group, whole group) appropriate for context (student of the week, special parking spot).	Strong and long- term reinforcement is infrequent, inconsistent, or inequitable.	No evidence of strong and long-term reinforcement.
The teacher has a system to monitor his or her rate of response to student behavior.	The teacher provides a higher rate of behavior contingent, positive specific feedback than corrective or negative feedback at a ratio at or greater than 4:1.	The teacher provides a higher rate of behavior contingent positive specific feedback than corrective or negative feedback	The teacher provides a similar rate of behavior contingent, positive specific feedback as compared with corrective or negative feedback.	The teacher provides a higher rate of corrective or negative feedback than behavior contingent positive specific feedback.

