

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

Make a list of procedures that would help create predictability and structure in your classroom by considering problem areas or problem times.

- Determine the desired outcome
- Write the steps students need to do to complete the task
- Write procedures so they are **O**bservable, **M**easurable, **P**ositively stated, **U**nderstandable, **A**lways applicable (OMPUA).

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.

Elementary Example - Learning Position	Secondary Example - Class Discussion
• 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	• 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



Missouri SW-PBS ETLP Practice Profile					
PRACTICE: Classroom procedures are defined, posted, taught, and referred to regularly.					
Procedures and Routines					
Essential Functions		Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
				(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)	(Follow-up professional development and coaching is critical.)
1	Classroom procedures and routines have been established and posted to increase structure and predictability in the classroom.	- Procedures are in place for common routines (entering/exiting classroom, getting teacher attention, accessing materials, etc.) and clearly posted in student-friendly language as a visual reminder to staff and students. - Procedures are clear and effective for the intended routines.	Procedures are in place for common routines (entering/exiting classroom, getting teacher attention, accessing materials, etc.) and clearly posted in student-friendly language as a visual reminder to staff and students.	- Procedures are posted for some routines, though the language is unclear AND/OR - Procedures are not posted or are otherwise difficult to see (too small, hidden by other objects, etc.	No evidence of established classroom procedures or routines.
2	Classroom procedures and routines are directly taught and practiced throughout the schoolyear.	- Clear plan for directly teaching and regularly practicing procedures and routines exists. - Established procedures and routines remain consistent across time, or if adjustments are needed, are retaught and practiced to better accommodate context.	Clear plan for directly teaching and regularly practicing procedures and routines exists.	Procedures and routines were taught at the beginning of the year, but no plan for ongoing teaching and practice is evident.	- No evidence of teaching procedures and routines OR - Procedures and routines verbally described by teacher are inconsistent with posted procedures and routines.
3	Students receive specific positive feedback regularly when they follow classroom procedures and routines.	Teacher provides specific positive feedback to individuals and/or group when following procedures and routines using a variety of methods (verbal, non-verbal, accompanied by tangible, etc.) e.g. "Thank you for going right to your table and taking out your notebook."	Teacher provides verbal specific positive feedback to individuals and/or group when following procedures and routines, e.g. "Thank you for going right to your table and taking out your notebook."	Teacher provides acknowledgement for performance of procedures and routines, though not specific.	Performance of procedures and routines as expected is not acknowledged OR only errors are acknowledged.

4	Students can clearly describe and perform regular routines and procedures (entering/exiting room, participating in class, transitions, accessing materials, etc.)	• <i>Students perform procedures and routines without prompting.</i> • <i>Students can clearly explain to new students or others (substitute teachers, etc.) what to do.</i>	• <i>Students perform procedures and routines with minimal prompting</i> • <i>Students can explain a few of the procedures and routines to new students or others what to do when asked.</i>	• <i>Students require significant prompting to perform common routines AND/OR</i> • <i>Students cannot describe or explain procedures or routines to others.</i>	• <i>Students are unable to describe common procedures and routines OR</i> • <i>Classroom procedures and routines are not followed by students.</i>
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Elementary Example	Secondary Example
Learning Position	Class Discussion
• 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 he or she talks to the class • Keep your materials on top of your desk	• Prepare for discussion by reading the required assignment in advance • Wait until the other person is finished speaking before you talk • Stay on topic • Respect other’s opinions and contributions • Use appropriate expressions of disagreement