

# 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.

Elementary Example	Secondary Example
<b>Learning Position</b>	<b>Class Discussion</b>
<ul style="list-style-type: none"> <li>• Sit with your bottom on your chair</li> <li>• Sit with your legs under your desk</li> <li>• Keep both feet on the floor</li> <li>• Look at the teacher when he or she talks to the class</li> <li>• Keep your materials on top of your desk</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for discussion by reading the required assignment in advance</li> <li>• Wait until the other person is finished speaking before you talk</li> <li>• Stay on topic</li> <li>• Respect other's opinions and contributions</li> <li>• Use appropriate expressions of disagreement</li> </ul>

### Implementation

- ▶ Steps to Creating Procedures:
  - Make a list of procedures that would help create predictability and structure in your classroom (Consider 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 **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.

### Teacher Self-Assessment Tool

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



## References

- Kern, L., & Clemens, N.H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools*, 44(1), 65-75.
- Soar, R., & Soar, R. (1979). Emotional climate and management. In P.L. Peterson & H. J. Walberg (Eds.), *Research on teaching*. Berkeley, CA: McCutchan.

## 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://pbissmissouri.org/>

