



Positive Behavioral Interventions & Support

*Effective Classroom Practices:
Classroom Procedures & Routines*

Ohio | Department of Education

Effective Classroom Practices

1. Classroom Expectations
- 2. Classroom Procedures & Routines**
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty



Ohio
PBIS
Network



The Ohio PBIS Network would like to thank Dr. Tim Lewis and Missouri Schoolwide Positive Behavior Support. Without the knowledge and support of Dr. Lewis and Missouri SW-PBS, these materials could not have been created.



<http://pbissmissouri.org/>



Outcomes

At the end of the session, you will be able to...

- Explain to others the power of positive and proactive strategies in establishing an effective classroom learning environment.
- Write procedures for your classroom.

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

What Are Classroom Procedures & Routines?

Procedures are...

- methods or processes for how things are done within the classroom
- the steps we take to complete a task
- patterns for accomplishing classroom tasks

Routines are...

- the habits we form by repeating the same set of steps over and over
- Developed from consistent use of procedures

Procedures form routines that help students meet expectations

Why Focus on Classroom Procedures and Routines?

- Increases instructional time by preventing problem behavior
- Frees teachers from correcting misbehavior
- Improves classroom climate
- Creates shared ownership of classroom
- Develops self-discipline



For Procedures to become Routines we must remember to...

I can line up without talking.



- Directly teach the procedures
- Practice procedures regularly
- Frequently reinforce students when they use the procedures

Procedures and Routines

The Difference Between Procedures and Routines



Debbie Guedry, School aids

<http://vimeo.com/8745039>



Discussion

- Turn to a partner and identify 3 examples of procedures that have become routines
- Think of in-school and out-of-school examples

Example:

Large Group Instruction

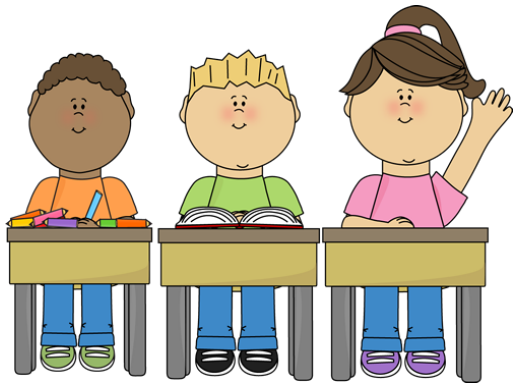


1. Have out only the materials needed for the lesson
2. Sit up straight, eyes on the teacher or your materials
3. Listen attentively
4. Take notes if appropriate
5. Raise hand to contribute or ask a question
6. Remain in seat

Example:

End of Period

1. At teacher's signal, stop and put away materials
2. Return any equipment or borrowed materials to proper place quickly
3. Clean up around desk
4. Wait quietly for announcements
5. Double check homework assignment
6. Dismiss at teacher's direction



Example: Independent Seatwork

1. When given the instruction to begin, get all materials out and begin within 5 seconds
2. Continue working until done
3. Visit quietly with a neighbor if you need help; all conversation is related to work
4. Raise your hand if you need help or to get permission to leave your seat
5. When your work is finished, review and check
6. Turn finished work into work box

“My Set UP Classroom”

(Hepburn’s Helpful Hints) *1st Grade Classroom*



https://www.youtube.com/watch?v=O_jNR-aGj1w

“Setting and Achieving High Expectations” (Dr. Melina Johnson) *Middle School Classroom*



<https://www.teachingchannel.org/videos/prioritizing-classroom-management>

Activity:

“Lists of Classroom Procedures”

(Handout 1)

- Think through the many activities of your day
- Next, read through the lists of possible classroom procedures in Handout 1
- Put a Check Mark ✓ by any that you have implemented in your classroom
- Put an × by any that you think you need to develop
- Add any that might be missing
- Share with a partner



Defining Specific Classroom Procedures

- Procedures are a task analysis or sequential list of steps necessary to successfully complete activity.
- Procedures should be **O**bservable, **M**easurable, **P**ositively stated, **U**nderstandable, **A**lways applicable
- Keep “Who, what, when, where, why, and how” in mind

Classroom procedures are comprehensive and include all necessary steps, in order, while being as brief and concise as possible



Activity:

“Practice Writing A Classroom Procedure” (Handout 2)

- Select one procedure you put an × by during previous activity that you need to develop
- Write the steps to the procedure that you will teach and practice in your classroom
- When done, ask yourself:
 - *Do your steps meet **OMPUA** guidelines?*
 - *Does the procedure create a vision of a successful student in that activity?*
- Be prepared to share your procedure with the group

Developing Classroom Procedures is Not Enough...

**Don't forget
to Post**

**Classroom procedures
must be taught!**

**Acknowledge
student compliance of
classroom procedures**

Sample Schedule for Teaching Classroom Procedures

First Grading Period

- Teach rules and procedures for all areas of school, ***including individual classrooms***, during first week of school
 - Provide opportunities for review and practice
 - Provide frequent reinforcement/acknowledgement
- After first week, review rules and procedures 2 or 3 times per week
 - Rapid pace, oral review during first few minutes of class
 - Surprise quizzes about procedures for extra credit points
 - Divide into teams, ask questions about procedures, award points

Sample Schedule for Teaching Classroom Procedures-continued

Second Grading Period

- Review rules and procedures once per week

Remainder of the Year

- Review rules and procedures periodically as needed

CHAMPs Classroom Management:

Teach Students How to Be Successful in Class

This is an example of one classroom management strategy. The overall goal of the CHAMPs classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. Use the CHAMPs acronym to define detailed behavioral expectations for EACH instructional approach that you use.

- C (Conversation)
- H (Help)
- A (Activity)
- M (Movement)
- P (Participation)
- S (Success)

<http://www.dailyteachingtools.com/champs-classroom-management.html>

CHAMPS-Video description



<https://www.youtube.com/watch?v=lyunm98AopM>

	Whole Group	Small Group	Pairs	Individual	Stations
C(Conversation)	No sidebars All comments should be on topic	Speak only to your group One at the time “group voice”	Speak only to your buddy, one at the time “pair voice”	None	None
H(Help)	Raise hand	Ask group, if no one knows, one person raise hand	Ask buddy, if he/she doesn't know, one person raise hand	Raise hand, wait for adult	Raise hand Wait for adult
A(Activity)	Lecture	Assigned activity as explained	Assignment as explained	Assignment as explained	See station directions
M(Movement)	Stand/sit at your seat	Sit/stand with group. Watch other's comfort zone	Sit/stand at your location with partner	Stand/sit at your seat Take care of needs	Stand/sit at station seat. Take care of needs
P(Participation)	Take notes	Your job assignment (see job chart)	Coach or player as explained	Personal assignment	See station directions
S(Success)	Completed notes	Correct completion of group assignment	Correct completion of pair assignment	Assignment completed correctly	Correct completion of assignment

Video

Effective Classroom Practices:

CLASSROOM PROCEDURES AND ROUTINES



<http://vimeo.com/83932181>

Additional Resources

Effective Classroom Practice: Procedures and Routines

<http://pbissmissouri.org/archives/1252>

Teaching Classroom Rules and Procedures

<http://www.scholastic.com/teachers/article/teaching-classroom-routines-and-procedures>

Evidenced Based Practices in Classroom Management

(The How-to)

<http://nyspbis.org/Regional%20Forum1314/Powerpoint%20Presentations%20on%20Behavior/Evidence%20Based%20Classroom%20Management%20Strategies.pdf>

Universal Positive Behavior Support for the Classroom

<http://www.pbis.org/common/cms/files/Newsletter/Volume4%20Issue4.pdf>

CHAMPS

<http://www.dailyteachingtools.com/champs-classroom-management.html>

Treasured Tip - CHAMPS Classroom Management

<http://www.ateacherst treasure.com/2011/10/treasured-tip-champs-classroom.html>

CHAMPS Follow-up

<http://esstar.wikispaces.com/file/view/CHAMPS%20FOLLOW%20UP%20Response%20to%20Misbehavior%20FINAL.pdf>

Classroom Management and Discipline Plan (Procedures)

http://www.skokie69.net/staff/madison/KestlerL/Lindsey_Kestler_Management_Plan.pdf

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