Positive Behavioral Interventions & Support

Effective Classroom Practices: Classroom Procedures & Routines
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
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://pbismissouri.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…

- Directly teach the procedures
- Practice procedures regularly
- Frequently reinforce students when they use the procedures
Procedures and Routines
The Difference Between Procedures and Routines

http://vimeo.com/8745039

Debbie Guedry, School aids
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
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

Example: Independent Seatwork
“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 Observable, Measurable, Positively stated, Understandable, Always 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
<table>
<thead>
<tr>
<th></th>
<th>Whole Group</th>
<th>Small Group</th>
<th>Pairs</th>
<th>Individual</th>
<th>Stations</th>
</tr>
</thead>
</table>
| 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 assignment | 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://pbismissouri.org/archives/1252

Teaching Classroom Rules and Procedures

Evidenced Based Practices in Classroom Management
(The How-to)
References


• IRIS Center, *Research to Practice Instructional Strategies*. Nashville: Vanderbilt University.


Social Media

Facebook: Ohio Families and Education
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