

Course: Clarifying Expected Behavior

Lesson: Developing Non-Classroom Procedures

Transcript

This lesson describes the process for defining non-classroom procedures. Clearly defined procedures allow staff to teach and supervise consistently and predictably. When students can predict the events throughout their school day, they are more likely to be engaged and less likely to display problem behavior.

There are 2 handouts that will be referenced during this lesson. If you have not downloaded them from the lesson website, please pause the video while you access these documents.

By the end of this lesson, you will be able to:

- Determine procedures for each of the school's non-classroom settings (e.g., arrival/departure, hallways, cafeteria, recess, restrooms, assemblies, etc.).

Defining procedures for non-classroom settings is another step in the process of creating a comprehensive social behavioral curriculum. When procedures are taught and reinforced over time, routines are established that help students meet the schoolwide expectations. Research has also shown that transitions can take up to 20% of a single school day. Clearly established procedures can dramatically reduce this loss in instructional time.

Here are key terms and acronyms that will be used in this lesson.

Procedures – methods or process for how things are done in non-classroom settings and each classroom.

Routines - a sequence of actions regularly followed.

Expectations – three to five words that define the kind of people you want your students to be (e.g., respectful, responsible, etc.).

Behaviors/Rules – specific tasks students are to do to achieve the schoolwide expectations.

Once you have identified your specific behaviors or rules for all settings and each non-classroom area, you may also need to consider more detailed procedures for these settings. Clearly defined procedures allow staff to teach and supervise consistently and predictably. All staff will teach, model, and reinforce the procedures so it will be important to have staff reach consensus on them.

When defining non-classroom procedures, it is important to consider what will help prevent congestion or confusion that may contribute to misbehavior. Reviewing existing or writing missing procedures may involve making environmental changes such as defining and labeling the “in” and “out” doors or rerouting lines of students to provide more space and to ease crowding. These procedures should be comprehensive enough to ensure student success in each specific setting. Procedures should also follow the OMPUA guidelines, they should be Observable, Measurable, Positively Stated, Understandable, and Always Applicable.

Here are a few example procedures that are comprehensive and follow OMPUA.

AM Arrival

To be safe, respectful and responsible, we will:

- Enter the school through the main ‘IN’ doors
- Walk to the breakfast stations
- Get breakfast quickly
- Walk directly to your classroom

Cafeteria

- Enter through the west doors
 - Stand in line along the wall
 - Pick up milk
 - Select sack lunch or food tray
 - Pick up utensils
 - Stand in line
 - Pay for lunch
 - Find seat at assigned tables
 - Raise hand if you need help
 - When supervisor gives signal, stand up, push in chair, pick up tray or trash and walk to trash can
 - Throw away trash
 - Line up along wall to be dismissed through east doors
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- What are some non-classroom procedures that are currently absent or ineffective in your building that are needed to facilitate teaching and supervision?
 - Document these needed procedures on the left column titled “Non-Classroom Procedure” of the handout, *NonClassroom Procedures Worksheet*.

Pause the video, and when you are ready, continue watching.

Again, your SW-PBS Leadership Team will want to plan how to involve staff in the process of identifying non-classroom settings where current procedures are weak or non-existent. The SW-PBS Leadership Team might ask staff who typically supervise in a non-classroom area to form a workgroup to review and revise existing non-classroom procedures. For example, a few teachers and cafeteria supervisors could review existing procedures in the cafeteria to make getting food efficient, having lunch enjoyable and moving the traffic of students efficiently and safely.

Missouri Middle School Example

The Missouri Middle School SW-PBS Leadership Team was feeling pretty good that they completed their matrix but they knew there was more work to be done to complete the social behavioral curriculum. They decided to “divide and conquer” to review and revise existing procedures.

First, they identified the non-classroom settings that needed procedures to be established or revised.

Second, they identified staff members to either draft new or review current procedures.

Finally, they assigned a team member to coordinate each procedure.

The four team members assigned were responsible for observing in each setting and coordinating the staff to review existing or create new procedures.

After new procedures were drafted, they were shared with all staff who supervised in those areas at the next staff meeting. Once consensus was reached, The SW-PBS Leadership Team gave the new procedures to the principal to include in the staff and student handbooks. The Missouri Middle School’s new procedures are included in the handouts section. Here is an example of one of their completed procedures:

Gym/Locker Room

Use lock on your locker.

Everyone is expected to change into approved gym clothes/uniforms and shoes.

Wait for instructions from coach before exiting locker room.

After class or game, pick up towels in bin. Shower quickly.

Take gym clothes home to wash. Lock locker.

Put uniforms in dirty bin.

Wait on benches for coach to dismiss class.

- Discuss and identify people who will draft new or review and revise existing procedures for the non-classroom settings you identified previously.
- Document this information in the middle column titled “People to Draft or Review/Revise Current Procedures” of the handout, *NonClassroom Procedures Worksheet*. Assign a team member to guide/lead this work and list their name in the “Team Member to Coordinate” right column.
- Consider how might you also include students and families in developing non-classroom procedures.

Pause the video, and when you are ready, continue watching.

Now that you have a plan to either create new, or revise existing, procedures it is also important to consider how you will gain consensus and then communicate the finalized procedures with all stakeholders.

- What process will you put into place to get full staff consensus on non-classroom procedures? How will the non-classroom procedures be shared with teachers, staff, students, and families?

Pause the video, and when you are ready, continue watching.

During this lesson, you learned the process for defining non-classroom procedures. Clearly defined procedures allow staff to teach and supervise consistently and predictably.

What process will you put into place to get full staff consensus on non-classroom procedures? How will the non-classroom procedures be shared with teachers, staff, students, and families?

Next steps include updating your Tier 1 Action Plan. Develop action steps and a timeline for completion of your non-classroom procedures.

When you have completed your non-classroom procedures, please submit them to your MO SW-PBS Tier 1 Consultant.

Additional information about *Developing Non-Classroom Procedures* can be found in Chapter 3 of the *Missouri SW-PBS Tier 1 Team Workbook* which can be found at www.pbissmissouri.org.

When you are ready, continue to the next course, *Teaching Expected Behavior*, where you will learn how to plan for the direct teaching of your schoolwide expectations, behaviors/rules, and procedures.

Here are the references for this lesson. If more references are needed, you can refer to the Reference section in the *Missouri SW-PBS Tier 1 Team Workbook* available on the Missouri SW-PBS website.

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