

Clarifying Expected Behavior Procedures and Routines



MU Center for SW-PBS
College of Education
University of Missouri



Working Agreements

Be Respectful

- Be an active listener—open to new ideas
- Use notes for side bar conversations

Be Responsible

- Be on time for sessions
- Silence cell phones—reply appropriately

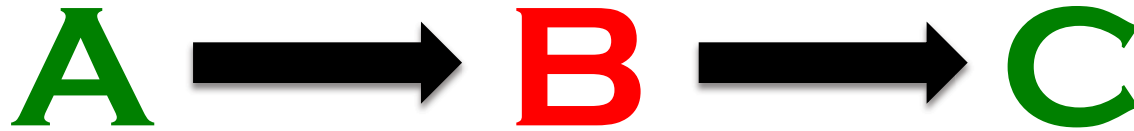
Be a Problem Solver

- Follow the decision making process
- Work toward consensus and support decisions of the group

Session Outcomes


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

- Identify and develop classroom procedures.
- Plan for implementation of procedures to create routines.



Antecedent	Behavior	Consequence
<ul style="list-style-type: none">• Establish positively stated rules to clarify expected behavior.• Establish procedures to increase structure to support the rules and efficiently complete all tasks.• Teach the rules and <i>procedures</i> and provide many opportunities to practice them.	Engage in appropriate behavior	<ul style="list-style-type: none">• Use tangibles and specific positive feedback to recognize students who engage in appropriate behavior.• Correct and re-teach students who engage in inappropriate behavior.• Provide additional consequences for students who do not respond to re-teaching.

What Are Procedures & Routines?

- Procedures are patterns for accomplishing classroom tasks.
 - Procedures explain the accepted process for carrying out a specific activity, such as sharpening pencils, turning in completed work, using lockers, or asking to use the restroom.
 - Clear procedures form routines, the regular behaviors that help students meet expectations as stated in school-wide and classroom rules.
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Why Focus on Procedures and Routines?

“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

“As students become more familiar with classroom routines and procedures, additional instructional formats and more challenging work can be incorporated.”

Evertson, Emmer & Worsham, 2003; Good & Brophy, 2003

Having Classroom Procedures

1. Increases instructional time by preventing problem behavior.
2. Frees teachers from correcting misbehavior.
3. Improves classroom climate.
4. Creates shared ownership of the classroom.
5. Develops self-management.



Effective Procedures & Routines



Effective procedures should be. .

- Positively stated
- As brief and concise as possible
- Worded in age and context appropriate terms

How to Create Effective Procedures

- Identify the desired outcome of the procedure.
- Sequentially list each step required to complete an activity (each step must contain an observable action to be performed by the student).
 - Describe *what* to do, *when* to do and *how* to do it.
 - Think of the errors students typically make before, during and after an activity when identifying the steps to include in the procedure.

Possible Procedures

Classroom

- Entering
- Transitions
- Whole class activities
- Small group Activities
- Independent Work
- Use of electronics
- Asking questions
- Getting help



Everyday Procedures

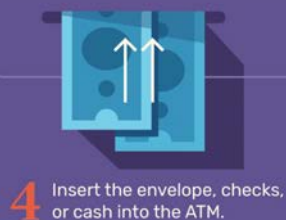
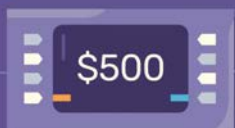
Learn How to Make ATM Deposits Into Your Bank Account

1 Choose the on-screen option for deposits.



2 Choose the account you want to deposit to.

3 Enter the amount of your deposit if necessary.

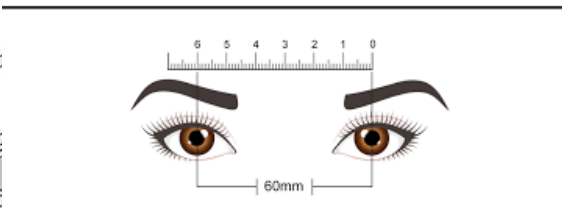
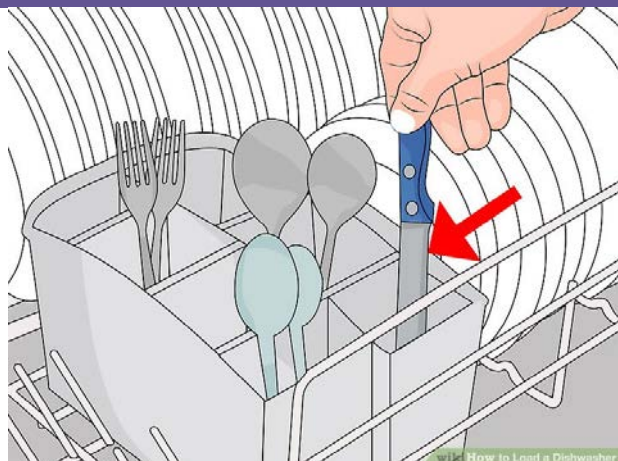
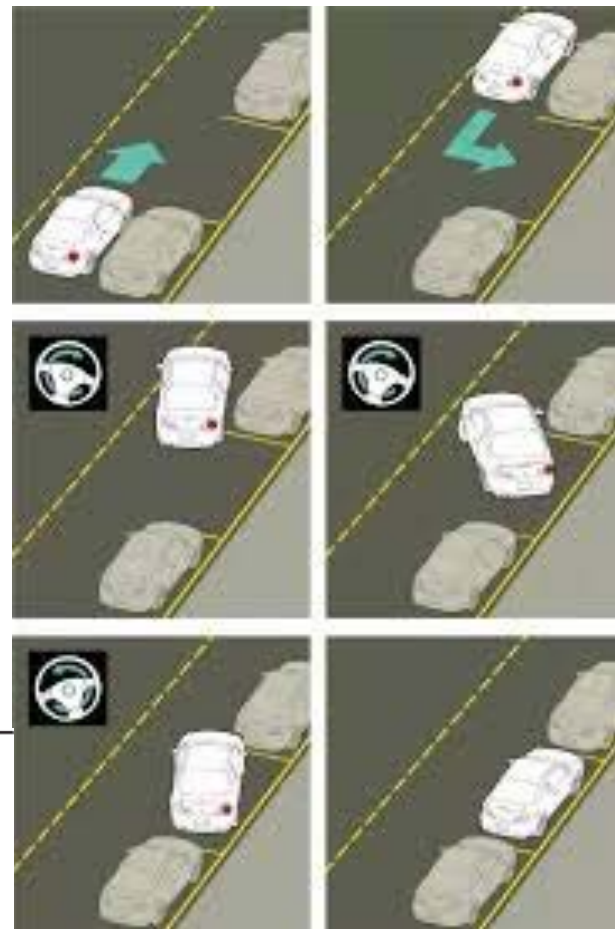
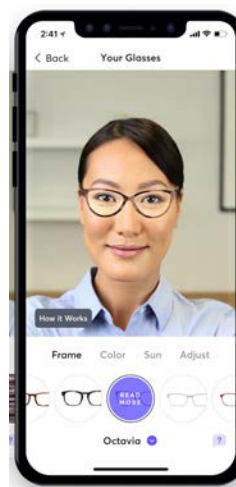


4 Insert the envelope, checks, or cash into the ATM.



5 Get a receipt, preferably with images of each check you deposited on the receipt.

the balance



Classroom: Elementary Example

- Lining Up
 - Sit quietly when you hear the signal.
 - Neatly place books and materials in your desk.
 - Quietly stand when your name (or row) is called.
 - Push your chair under your desk.
 - Quietly walk to the line.
 - Stand with your hands at your sides, facing forward, voice at 0 level.

Classroom: Secondary Example

- Entering and Starting Class
 - Enter the classroom before the bell rings.
 - Take your seat and get out the materials listed on the board.
 - Talk quietly until the bell rings.
 - After the bell rings, get quiet and respond to the challenge question on the board.

Classroom: Elementary Example

- During Lessons.
 - Raise your hand for a turn to talk, if you have a question, or if you need help.
 - Finish all of your work.
 - Choose an activity from the “Extension Activities List” if you finish your work early.
 - Take restroom or water breaks during independent time.

Classroom: Secondary Example

- Class Discussion
 - Prepare for discussion by reading the required assignment in advance.
 - Stay on topic.
 - Wait until the other person is finished speaking before you talk.
 - Use agreed upon process for acknowledging, extending, and critiquing others' comments.



Activity: Developing a List of Classroom Procedures

- Think through the activities of your day.
- Review the list of classroom procedures.
- Put a Check Mark ✓ by any that you currently utilize that are efficient and effective.
- Put an ✕ by any that you think you need to develop.
- Add any that might be missing.
- Share with a partner.



Activity: Procedure Writing

With a partner . . .

- Select one of the procedures you identified on the list as not being in place.
 - *Identify the desired outcome of the procedure.*
 - *Sequentially list each step required to complete an activity (each step must contain an observable action to be performed by the student).*
 - *Describe what to do, when to do and how to do it.*



Developing Procedures is Not Sufficient.... Procedures Must Become Routine

Procedures must be taught!

*Post, teach, and acknowledge
student performance of procedures.*

When?

Teach procedures before they're needed.

*Teach at the beginning of the year, when a new procedure
is needed, and throughout the year as needed.*

Implementation of Procedures

Answer Who, What, Where, When, Why, and How

- WHO needs to be taught this procedure
- WHO will teach it?
- WHAT are the steps for successful completion of the procedure?
- WHEN will the procedure first be taught?
- WHERE will this procedure be taught?
- WHY is this procedure needed?
- HOW will you recognize successful performance?



Discussion:

Procedures to Routines

- Turn to a partner and identify 3 examples of procedures that have become routine for you or your students.
 - *Think of in-school and out-of-school examples*
- How did the procedure become routine?

Making Procedures Routines

1. Clarify and teach the procedure
 - Raise hand to participate
2. Practice the procedure
 - Provide lots of opportunities for students to use the procedure
3. Provide feedback to students
 - Recognize student with positive specific feedback for successful use of the procedure
 - Use specific corrective feedback to address errors





Discussion: When they're not quite there yet...

Reflect on a procedure students are not yet performing reliably. Describe the procedure and what the students are currently doing.

Answer and discuss the following questions:

1. Has the procedure been clarified and taught?
2. Are there lots of opportunities to practice?
3. Do students receive regular feedback?



Activity: Procedure Writing

- Select one of the procedures not *consistently* in place you identified during your discussion.
- Identify the desired outcome of the procedure.
- Sequentially list each step required to complete the procedure (each step must contain an observable action to be performed by the student).
 - *Describe what to do, when, and how to do it.*
- Make a plan for teaching, practicing, and providing feedback to students.

Session Outcomes

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

- ✓ Identify and develop classroom procedures.
- ✓ Plan for implementation of procedures to create routines.