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| **Missouri SW-PBS ETLP Practice Profile** | | | | | |
| **PRACTICE: Classroom procedures are defined, posted, taught, and referred to regularly.** | | | | | |
| **Procedures and Routines** | | | | | |
| **Essential Functions** | | **Exemplary/ Ideal Implementation** | **Proficient** | **Close to Proficient** | **Far from Proficient** |
|  |  |  |  | *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* | *(Follow-up professional development and coaching is critical.)* |
| 1 | Classroom procedures and routines have been established and posted to increase structure and predictability in the classroom. | * *Procedures are in place for common routines (entering/exiting classroom, getting teacher attention, accessing materials, etc.) and clearly posted in student-friendly language as a visual reminder to staff and students.* * *Procedures are clear and effective for the intended routines.* | * *Procedures are in place for common routines (entering/exiting classroom, getting teacher attention, accessing materials, etc.) and clearly posted in student-friendly language as a visual reminder to staff and students.* | * *Procedures are posted for some routines, though the language is unclear AND/OR* * *Procedures are not posted or are otherwise difficult to see (too small, hidden by other objects, etc.* | * *No evidence of established classroom procedures or routines.* |
| 2 | Classroom procedures and routines are directly taught and practiced throughout the schoolyear. | * *Clear plan for directly teaching and regularly practicing procedures and routines exists.* * *Established procedures and routines remain consistent across time, or if adjustments are needed, are retaught and practiced to better accommodate context.* | * *Clear plan for directly teaching and regularly practicing procedures and routines exists.* | * *Procedures and routines were taught at the beginning of the year, but no plan for ongoing teaching and practice is evident.* | * *No evidence of teaching procedures and routines OR* * *Procedures and routines verbally described by teacher are inconsistent with posted procedures and routines.* |
| 3 | Students receive specific positive feedback regularly when they follow classroom procedures and routines. | * *Teacher provides specific positive feedback to individuals and/or group when following procedures and routines using a variety of methods (verbal, non-verbal, accompanied by tangible, etc.) e.g. “Thank you for going right to your table and taking out your notebook."* | * *Teacher provides verbal specific positive feedback to individuals and/or group when following procedures and routines, e.g. “Thank you for going right to your table and taking out your notebook."* | * *Teacher provides acknowledgement for performance of procedures and routines, though not specific.* | * *Performance of procedures and routines as expected is not acknowledged OR only errors are acknowledged.* |
| 4 | Students can clearly describe and perform regular routines and procedures (entering/exiting room, participating in class, transitions, accessing materials, etc.) | * *Students perform procedures and routines without prompting.* * *Students can clearly explain to new students or others (substitute teachers, etc.) what to do.* | * *Students perform procedures and routines with minimal prompting* * *Students can explain a few of the procedures and routines to new students or others what to do when asked.* | * *Students require significant prompting to perform common routines AND/OR* * *Students cannot describe or explain procedures or routines to others.* | * *Students are unable to describe common procedures and routines OR* * *Classroom procedures and routines are not followed by students.* |

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| Elementary Example | Secondary Example |
| Learning Position | Class Discussion |
| • Sit with your bottom on your chair • Sit with your legs under your desk • Keep both feet on the floor • Look at the teacher when he or she talks to the class • Keep your materials on top of your desk | • Prepare for discussion by reading the required assignment in advance • Wait until the other person is finished speaking before you talk • Stay on topic • Respect other’s opinions and contributions • Use appropriate expressions of disagreement |