

## 2 Classroom Procedures and Routines

### Definition

**Procedures** are the process for how things are done.

They describe the steps needed to successfully accomplish a classroom activity by breaking down expectations and rules into smaller, teachable steps.

When classroom procedures are well established, taught and practised, they become **routines**.

### Rationale

- Help create predictability and structure in your classroom. (WONG & WONG, 2005; EVERTSON & EMMER, 2008).
- Provide a guideline for students to monitor their own behaviour.
- Increase instruction time by preventing behaviour errors.
- Contribute to a positive, collaborative classroom culture.
- Routines free up students' working memory and reduce cognitive load. (LEINHARDT, WEIDMAN, & HAMMOND, 1987)

### Guidelines

- Classroom procedures are defined, posted, taught, and referred to regularly.
- Clearly identifying procedures will provide structure and routine for ALL students in a class but is critical to the success of students with diverse learning profiles.
- Students can play a role in developing classroom procedures and routines.
- The teacher models and reinforces classroom procedures and routines consistently.
- Classroom procedures become part of the classroom culture.
- They create a common language used by all.
- Classroom routines and procedures need to be visually and prominently displayed in the classroom no smaller than A3 size.

### Getting started

#### STEP 1

#### List procedures to prioritise

- Make a list of procedures that would help create predictability and structure in your classroom.

#### STEP 2

#### Write the steps to each procedure

- Make each step comply with the OMPUA guidelines (Observable, Measurable, Positively stated, Understandable and Always applicable).

#### STEP 3

#### Teach classroom procedures directly

- Procedures must be taught and practised.
  - **Tell** – introduce the procedure and why it is important.
  - **Show** – teacher or student model (**I do**) the steps. Teacher may also show non-examples.
  - **Practise** – provide opportunities for guided practise (**we do**) and independent practise (**you do**).
- When skill has been acquired, help create routines through:
  - **Pre-correction** – remind students ahead of time.
  - **Active supervision** – move, scan and interact.
  - **Feedback** – specific and positive.
  - **Re-teaching** – as needed.

#### STEP 4

#### Create visual reminders

- Create posters in student-friendly language.

#### STEP 5

#### Display procedures and routines along with expected behaviour

- Display expectations and rules large enough to read from all classroom areas.

### Examples

#### Example arrival routine (primary school)

- Hang up coat and backpack
- Put notes and homework in the 'In' basket
- Sharpen two pencils
- Go to the desk and begin the warm-up activities listed on the board
- If you finish early, read a book

#### Example exiting the classroom routine

- At the teacher's request, put materials away, clear your desk and organise your backpack.
- When your row is called, push in your chair and move quietly, walking to the doorway.
- Line up facing the door, keeping one space between each person.
- Keep hands and feet to self.
- Listen to the teacher and wait for teacher's direction to depart.

### Trauma lens

- Supports regulation, and social-emotional competencies.
- Creates consistency and predictability
- Provides all students with a sense of security
- Reduces student anxiety.

*"The degree to which the daily classroom routines occur in the same order, at the same times, and in the same way each day is an important predictor of student success."*

COOPER & SCOTT, 2017