



Cool Tool: Maximizing Structure with Routines and Procedures

Research:

The research supports the use of routines and procedures to:

- Effective teaching includes teaching functional routines and procedures to students at the beginning of the year and using these routines to efficiently move through the school day (Leinhardt, Weidman, & Hammond, 1987).
- 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).

What is it?

These are the things we put in place to increase the probability of students demonstrating the expectations, rules, behaviors we define and teach (Scott, 2008).

Elementary Example	Secondary Example
Learning Position	Class Discussion
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Practice

- Procedures should be succinct, positively stated and in age-appropriate terms
- Keep “Who, what, when, where, why, and how” in mind
- Steps:
 - Make a list of routines and procedures that would help create predictability and structure in a classroom (Consider problem areas or problem times...often a well designed routine can smooth things out)
 - Determine the desired outcome
 - Decide how students need to complete the task
 - Consider what errors students are likely to make
 - Clear procedures, taught and consistently enforced are the most critical tool to create a functional and productive learning environment
- Develop a system to manage routines and procedures

Observation and Feedback

Strategy: Develop, Teach, Practice Routines/Procedures	Frequency	What happens?
Problematic times during instruction (e.g., transitions)		
Do I have a routine to address this? What would a routine for this look like?		

When will I teach and practice routines?