

## Handout #2

### Effective Classroom Practice Classroom Procedures & Routines Mini-Module Fact Sheet

- Effective teaching includes teaching functional procedures and routines 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 procedures and routines, additional instructional formats and more challenging work can be incorporated (Evertson, Emmer & Worsham, 2003; Good & Brophy, 2003).
- Clear procedures, taught and consistently enforced are the most critical tool to create a functional and productive learning environment (Good & Brophy).
- Classroom procedures are patterns for accomplishing classroom tasks. Procedures form routines that help the students meet the expectations stated in the rules. Both rules and routines must be taught, practiced and consistently enforced to be effective in the classroom. It is important that procedures be written in succinct terminology, positively stated, in age-appropriate terms (Newcomer, 2007).

**When developing procedures, keep "Why, what, when, where, who, and how" in mind:**

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

Adapted from *MU Center for PBS & MO SWPBS Classroom Practice Mini-Module Fact Sheet*