



WHAT IS IT?

Procedures are methods or processes for how things are done within the classroom and accomplishing tasks. When procedures are taught and reinforced over time routines are established that help students meet classroom expectations.



WHAT DOES IT LOOK LIKE?

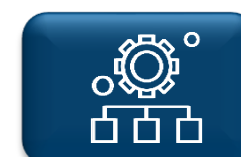
Procedures are patterns for accomplishing classroom tasks. Procedures are made up of a series of routines related to daily tasks and activities that typically occur during the school day.

They create a vision of a successful student. Classroom procedures are defined, posted, taught and referred to regularly.



WHY?

When students can predict the events throughout their school day, they are more likely to be engaged and less likely to display problem behaviour. Student learning is enhanced by teachers developing basic classroom structure. When students engage in procedures and routines, instructional time is increased and it gives the class teacher more opportunity to provide positive acknowledgement. Creating procedures and routines creates a shared ownership in the classroom and helps to develop student self-discipline and independence.



HOW?

Make a list of procedures that would help create predictability and structure in your classroom. Consider problem areas or problem times and determine the desired outcome.

Write the steps students need to do to complete the task.

Write procedures so they are:

- Observable
- Measurable
- Positively stated
- Understandable
- Always applicable

Create posters that are in student-friendly language to provide staff and students with a visual reminder.

Teach directly, practise regularly throughout the year and acknowledge students when they follow the procedures.

Follow procedures and routines consistently to promote positive behaviour and limit problem behaviour.



TIPS?

- Introduce procedures and routines early in the year and again at the beginning of each term.
- Involve students in creating the procedures and routines.
- Provide reminders in different ways about procedures and routines including visual (signs, posters) or auditory reminders (music, timers) and gestures (hand signals).
- Model the procedures and routines first to demonstrate to students what you are expecting. Use different modes to demonstrate procedures e.g. video, role play, visual narrative with photos and images.
- When teaching students, practise the routines frequently initially and give feedback about their performance.
- If you notice students are not following a particular procedure re-teach it.