



## Classroom Routines

### Definition & Rationale:

Routines are sets of procedures or events completed regularly within the classroom. Effective routines increase the efficiency of transitions, maximize learning time, and help a classroom run smoothly.

The repetitive nature of classroom routines increases student learning of environmental expectations, and the predictability of routines helps students feel prepared and secure in the classroom.

### Characteristics of Routines:

- **Explicitly taught**
  - Defined using concrete terms and modeled step-by-step
  - May use pictures, objects, chants, or song to teach routines
  - Provide corrective feedback or reteach procedures as needed
- **Rehearsed**
  - Routines should be practiced frequently during initial learning
  - Provide additional explanation, demonstration, or practice as needed
  - Students should repeat the procedural steps until automaticity without teacher supervision is obtained
- **Specific and observable**
  - Can be measured and it is clear if the steps in the routine have been successfully completed
- **Successes Rewarded**
  - Reinforced with praise consistently when students meet the expectations within the routine

## Examples of Routines:

### Attention Grabbers

Teacher: Ba da ba ba ba (McDonald's Theme)	Students: I'm Lovin' It!
Teacher: Na na na na, na na na na	Students: Hey, hey, hey, goodbye
Teacher: Chicka, chicka	Students: Boom Boom
Teacher: Hocus Pocus	Students: Everybody focus!
Teacher: Macaroni and Cheese	Students: Everybody freeze!
Teacher: Ready to rock?	Students: Ready to roll!
Teacher: Goodness gracious!	Students: Great balls of fire!
Teacher: All set?	Students: You bet!
Teacher: Holy moly!	Students: Guacamole!
Teacher: Tootsie Roll, Lollipop	Students: We've been talking, now let's stop."
Teacher: Hands on top	Students: That means stop (put hands on their heads)



Belinda, K. (2011). Back to school success kit. Retrieved from <http://ilove2teach.blogspot.com/search/label/classroom%20management>

Routines & Procedures	
<b>BEHAVIORAL Routines &amp; Procedurals</b>	<b>WORKING Routines &amp; Procedurals</b>
<input type="checkbox"/> Arrival time	<input type="checkbox"/> Working in small groups
<input type="checkbox"/> Packing up and getting ready for home	<input type="checkbox"/> Working independently
<input type="checkbox"/> Dismissal/bus time	<input type="checkbox"/> Working in partners
<input type="checkbox"/> Noise level during different activities	<input type="checkbox"/> How to perform classroom jobs
<input type="checkbox"/> How to sit in the gathering area	<input type="checkbox"/> Desk organization
<input type="checkbox"/> Teacher signals	<input type="checkbox"/> Handing in completed work/homework
<input type="checkbox"/> Snack time	<input type="checkbox"/> What to do if you finish early
<input type="checkbox"/> Proper listening position	<input type="checkbox"/> Homework board/filling out agendas
<input type="checkbox"/> Lunchroom behavior	<input type="checkbox"/> Being prepared for class
<input type="checkbox"/> Playground behavior	
<input type="checkbox"/> Hallway behavior	
<input type="checkbox"/> Asking for help	
<b>CLASSROOM SUPPLIES Routines &amp; Procedurals</b>	<b>TRANSITIONAL/MOVEMENT Routines &amp; Procedurals</b>
<input type="checkbox"/> Handing out supplies	<input type="checkbox"/> Lining up
<input type="checkbox"/> Collecting and putting away supplies	<input type="checkbox"/> Walking in line
<input type="checkbox"/> Proper usage of classroom supplies	<input type="checkbox"/> Fire drill/emergencies
<input type="checkbox"/> Using computers/technology	<input type="checkbox"/> Movement between centers/rotations/activities
<input type="checkbox"/> Classroom library checkout/sign-in	<input type="checkbox"/> Using the restroom
<input type="checkbox"/> Sharpening pencils	
<input type="checkbox"/> Using classroom center/game materials	

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## Next Steps:

- Review current routines for transitions and getting student attention
- Review and practice routines regularly with students to increase learning using the routine characteristics listed above
- Use handouts to increase the effectiveness of routines

## Literature References:

Ostrosky, M. M., Jung, E. Y., Hemmeter, M. L., & Thomas, D. (2008). *Helping children understand routines and classroom schedules (What Works Brief Series, No. 3)*. Champaign, IL: University of Illinois at Urbana-Champaign, Center on the Social and Emotional Foundations for Early Learning.

Reinke, W. M., Herman, K. C., & Sprick, R. (2011). *Motivational Interviewing for effective classroom management, the classroom check-up*. New York, New York: Guilford Press.

## Teaching Behavioral Routines

### Routine

### Teach

*Verbally describe the routine and explain why it is important:*

### Model (Correct, Incorrect, Correct)

*Model (act out) the behavior appropriately to provide students with a positive example:*

*Model (act out) the behavior incorrectly to provide students with a negative example:*

*Model (act out) the behavior appropriately, to provide another positive example for the students:*

### Practice

*Have all students correctly demonstrate the routine:*

### Praise/Reinforce

*Provide specific labeled praise to the student(s) who correctly demonstrated the routine:*

*Develop a plan to reinforce students who correctly follow the routine:*

## Teaching Behavioral Routines (EXAMPLE)

### Rule

Lining up to leave the classroom.

### Teach

*Verbally describe the routine and explain why it is important:*

Lining up correctly is an important skill for smooth transitions. Tell students: "When we all line up correctly—this means that our eyes are forward, voices off, and hands and feet are to ourselves—we make more time for learning, fun activities, and recess. Lining up correctly is helping us to be safe and to follow directions. When it is time to line up, I will stand at the door and say, 'It is time to line up.' I will call each of your table groups one by one. When I call your table number, quietly stand up, push in your chairs, and walk to line up at the door, keeping your hands and feet to yourself."

### Model (Correct, Incorrect, Correct)

*Model or have students' model (act out) the behavior appropriately to provide a positive example:*

"Table 5, please show us how to line up correctly." Students from table 5 quietly stand up, push in their chairs, and walk to the door without touching one another. "Great job lining up together table 5."

*Model (act out) the behavior incorrectly to provide students with a negative example:*

"Tell me, class, is this lining up correctly?" Teacher sits at a desk, then stands up without pushing in the chair and runs to the door. "What did I forget to do?" The class answers that the teacher did not push in his or her chair and did not walk safely to the door.

"What if, when I called on a table to line up, everyone stood up and went to the door? Would that be lining up correctly?" Solicit from students what to do instead.

"What if when we lined up, everyone was bumping into each other and talking?" Solicit from students what to do instead.

*Model or have students' model (act out) the behavior appropriately, to provide another positive example for the students:*

"Okay, table 5, please show us one more time, how to line up correctly." Students from table 5 quietly stand up, push in their chairs, and walk to the door without touching one another. "Great job table 5, thank you for showing how to follow the routine to line up together."

### **Practice**

*Have all students correctly demonstrate the routine:*

Give all students a turn to practice by asking each table of students to line up. Praise each group for correctly following the routine.

Play the "Lining Up Game." The class practices lining up correctly. Every time students line up perfectly, the class gets a point. Play until the class gets 3 points in a row."

### **Praise/Reinforce**

*Provide specific labeled praise to the student(s) who correctly demonstrated the routine:*

"Lexi, thank you for walking slowly to the line!" Provide more attention for appropriate behavior than for misbehavior.

*Develop a plan to reinforce students who correctly follow the routine:*

Each time the class lines up, I will give behavior-specific praise and attention to students who follow the routine to line up correctly. Additionally, we will play the "Lining Up Game" each time we line up. I will keep the score on the board. Once the class reaches a predetermined point goal, they will earn an agreed upon reward (celebration, preferred activity, extra minute of recess, sticker, etc.).

Adapted from: Reinke, W. M., Herman, K. C., & Sprick, R. (2011). *Motivational Interviewing for effective classroom management, the classroom check-up*. New York, New York: Guilford Press.