Routines and Procedures

Things to think about before the first day:
- Classroom arrangement
- Better to start in rows until classroom management is strong
- Set up 4-5 Rules; one idea for a rule: Follow adult directions the first time
- Plan engaging lessons

Procedures, like behavior, are taught in the same way that content is taught
- Determine what procedures are needed
- Teach/implement them in first few weeks of school
- Break them into simple steps
- Teach them visually, orally, and/or kinesthetically
- Check for understanding; practice them
- Reinforce them; periodically review them
- Give quizzes and require 100% score

Consistency
- Honor the procedure rather than the content
- Get all students on task before having individual conversations
- Hold ground without over-explaining
- Stay focused on topic even as students try to change it
- Teach and re-teach procedures
- Start and end class on time
- Enforce and follow through with consequences
- Have engaging lessons

Listening procedures
- Eyes on teacher; No side conversations
- Follow directions; Stay in seat
- Have tasks while listening

Independent Work Procedures
- Follow directions; Be on task
- No talking; Stay in seat; Raise hand for help

Partner/group Procedures
- Talk only with partner/group
- Conversations on task; Share work equally
- Stay in seat; Raise hand for help

Discussion Procedures
- Listen to the person speaking; No side conversations
- No speaking out; No getting out of seat
End-of-class Procedures
● The teacher dismisses the class, not the bell
● Students stay in seats until dismissed, no standing
● Teacher conducts a review until the end
● Dismiss the class after the bell rings

Cell Phone Procedures
● Only take phones out when asked by teacher
● Do not pull phone out during class
● Have consequences and be consistent

Break the cycle of misbehavior
● Make positive connections with the students
● Let the student know what needs to be changed
● Assume students want to make a change
● Break the change into simple steps
● Give the student a chance to reflect on possible choices
● Provide the student the chance to take responsibility for the choices made
● Check progress as we go, and provide support along the way

Focus on prevention
● Consequences are intervention
● Teach the procedure; Maintain consistency
● Establish positive connections with students
● Then less consequences will be needed

A few last thoughts
● Effective Classroom Management is essentially invisible.
● When students test us, they want us to pass the test.
● Content, procedures, and behavior are the functional trinity of the classroom, and students want to learn them all.
● Be firm without being mean.
● The sooner we embrace being the boss, the sooner we can succeed.
● We are author of what happens in the classroom. Students follow our lead and behave in ways that we unconsciously allow.
● Student argument is in itself a disruption, deserving a second consequence.
● Table their protests until other students are not watching.
● Focus on what you want students to learn more than on what you will teach.
● Lecture/powerpoint strategy: Stop every 10 minutes and have students do something.

Suggested Reading: Conscious Classroom Management by Rick Smith