

What Is It?

Consistent and predictable classroom routines provide students with clear expectations for appropriate behavior. Teachers can establish classroom routines for various times in the school day. They help minimize distractions and interruptions that can slow instruction and disrupt student engagement in academic content.

When to Use It

- In establishing procedures for the beginning of class (locating materials, sitting in assigned seats, etc.).
- In establishing procedures for instruction.
- In establishing procedures for dismissal.
- In preparing students for procedures throughout the school day (i.e., disaster drill, walking to the library, using microscopes in a lab, etc.).

Steps to Implementation / How to Do It

	1. Create a daily routine for the beginning of the school day. Include procedures for taking attendance, locating materials, and sitting in assigned seats. Have students practice procedures through example and role play.
	2. Create a routine for instruction. Discuss expected behaviors with the class and ask students to provide input. Create a list of behavioral expectations for working in seats, talking, raising hands, using the restroom, and what to do when completing assignments.
	3. Create a daily routine for the end of the period/school day (putting away materials, lining up at the door, completing exit slips, etc.).
	4. Create a routine for other classroom procedures including disaster drills, using equipment (i.e., lab materials), and walking to school assemblies.
	5. Keep routines consistent and predictable so students know what is expected of them at all times. Discuss procedures with the class and create a list of routine expectations. Post this list where it is visible to the class. Refer to specific routine expectations and prompt students to make corrections.
	6. Help students transition between routines by introducing a signal that indicates an upcoming transition. Also, verbally warn students prior to changes.

Example

Mr. Salvador is a 4th grade teacher who is preparing for the upcoming school year. He wants to establish a set of routines early in the year to ensure that his students understand what's expected of them throughout each school day.

He creates a visual list of what to do at the beginning the class, during instruction, and at the end of the school day. He then posts a list of routine expectations on the front wall of the classroom.

On the first day of school, Mr. Salvador introduces his students to various classroom routines (obtaining materials, sitting at assigned desks, and beginning bellwork). He has his students practice classroom routines by role playing scenarios of what and what not to do in class. Mr. Salvador asks his students to provide other examples of routines, and discusses the importance of having routines in the classroom. Throughout the school year, Mr. Salvador refers to the rules posted at the front of the classroom when he redirects his students and corrects behavior.

How to Increase Effectiveness

- Establish classroom routines early in the school year to ensure that students know what is expected of them in the classroom and when.
- Keep expectations of the routines brief and understandable.
- •Limit class rules (i.e., five rules) to ensure that students know and understand expectations. Make sure that these rules apply to the classroom routines.
- •Provide students with scenarios of multiple class procedures. Have students role play classroom procedures.
- Reteach the expectations of the routine after breaks, or when students are unsuccessful within a certain routine, and have the students practice.
- Provide students with behavior specific praise for following class procedures. Refer to the posted class rules when correcting students.
- Announce or count down times before transitions.
- Prepare students in advance for changes in class routines.
- Discuss times when routines may be interrupted and the importance of being flexible.
- Take data on the number of times students need redirections during different routines to determine if any need to be retaught.

Resources

Emmer, E. T., & Evertson, C. M. (2013). *Classroom management for middle and high school teachers* (9th edition). Upper Saddle River, New Jersey: Pearson.