

Classroom Structure and Routines

Winter Leadership Conference
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10:15 am – 11:30 am

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Content

CLASSROOM STRUCTURE AND ROUTINES

- o Design classroom to minimize crowding, distraction and conflict
 - Arrange for easy traffic flow
 - Adequate supervision in all areas
 - Areas (centers) for students/teachers
 - Seating arrangements
- o Create functional scheduling
- o Develop clear, predictable routines

Objectives

- Understand the importance of providing structure in the classroom environment.
- Understand the importance of providing schedules and routines for the learners in the classroom.
- Determine how structure, functional scheduling and routines in the classroom support and align with school-wide expectations.

Classroom Structure & Routines

WHY FOCUS ON CLASSROOM STRUCTURE AND ROUTINES?

- Research shows that the most effective schools are those with a well-ordered environment and high academic expectations. (Florida's Positive Behavior Support Project, <http://flpbs.fmhi.usf.edu>)
- Effective teaching includes teaching functional routines and procedures to students at the beginning of the year and using these routines to efficiently move through the school day. (Leinhardt, Weidman, & Hammond, 1987)

Classroom Structure & Routines

WHY FOCUS ON CLASSROOM STRUCTURE AND ROUTINES?

- As students become more familiar with classroom routines and procedures, additional instructional formats and more challenging work can be incorporated (Evertson, Emmer & Worsham, 2003; Good & Brophy, 2003)

Classroom Structure & Routines

IMPORTANCE OF HAVING STRUCTURE AND ROUTINES

- **Increased academic and behavioral engagement**
 - Create efficient work-flow environment
 - Increase on-task behaviors
 - Minimize distractions
 - Minimize congestion
 - Reduce possible problem behaviors

Classroom Structure & Routines

Have you maximized structure in your classroom?



Evaluation: Pre-Assessment

Teacher Accountability

- **Moving the Room**
 - Create a diagram of current classroom set-up
 - Track your movement in the room for 1 hour by placing an "X" where you are standing every 10 minutes
 - Track where problem behaviors occur during the same hour
 - Compare your location with problem behavior location
 - Self-reflect on your current classroom design, your movement, and ability to meet student needs

Student Accountability

- **Classroom Behavior Incidence Forms**
 - Collect the number of major and minor classroom referrals for 3 weeks before the training for each teacher

Evaluation: Pre-Assessment

Teacher Accountability

- Document your positive and negative comments to students for 30 minutes daily for 3 days. What is your ratio of positive comments to negative?

Teacher Accountability

- Checklists:
 - Designing the Physical Space*
 - Developing a Functional Schedule*
 - Establishing Classroom Routines*

*Adapted from Geoff Colvin's Classroom Management Strategies

Designing the Physical Space

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			1. A specific classroom area is identified for independent work.			
			2. A specific classroom area is identified for group work.			
			3. A specific classroom area is identified for free choice activity.			
			4. A specific classroom area is identified for time out.			

Developing a Functional Schedule

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			1. A master schedule is posted for each day of the week.			
			2. The master schedule includes times for each activity.			
			3. The master schedule is stable and predictable			
			4. The master schedule allows adequate time for classroom priorities.			

Establishing Classroom Routines

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			1. Needed routines have been established.			
			2. Specific student behaviors are identified for each routine.			
			3. Routines are systematically taught.			
			4. Routines are maintained throughout the school year.			

Classroom Structure & Routines

CLASSROOM STRUCTURE

• ORGANIZATION AND WORK-FLOW

- o High structure classrooms are typically used when:
 - High student-teacher ratio
 - Limited space
 - Students may have discipline/academic concerns
 - Independent learning or test taking

Classroom Structure & Routines



- Traditional matrix arrangement reduces student-student interaction
- Allows teacher to circulate easily

Graphic from Alabaman Dept. of Education at <http://web.utk.edu/~mccay/apdm/classmgt/credits.htm>

Classroom Structure & Routines



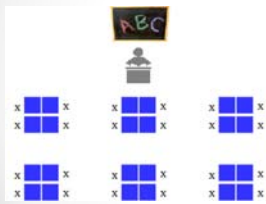
- **Activity #1:**
 - o Place your finger on the spot where problem behaviors are most likely.
 - o List at least 5 reasons why this is the case
 - o Discuss simple changes in teacher or student placement to reduce occurrence of problems

Classroom Structure & Routines

CLASSROOM STRUCTURE

- **LOW STRUCTURE CLASSROOMS**
 - Lower student-teacher ratios
 - Larger classroom space
 - Fewer discipline/academic concerns

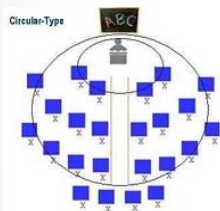
Classroom Structure & Routines



- Clusters allow small group work
- Facilitates collaborative learning
 - Discuss pros and cons of this type of classroom set up

Graphic from Alabaman Dept. of Education at <http://web.utk.edu/~mccay/apdm/classmgt/credits.htm>

Classroom Structure & Routines



- Circular arrangement may facilitate student discussion
- Allows teacher to easily circulate
 - Discuss pros and cons of this type of classroom set up

Graphic from <http://creativeresearchcorner.blogspot.com/>

Classroom Structure & Routines

CLASSROOM STRUCTURE

• Activity #2: Other Arrangements

Take 5 minutes and draw a classroom arrangement you would use that has not been shown.

- o Under the diagram list pros and cons of this type of classroom set up.
- o Share when prompted.
- o Post these diagrams in staff lounge and collect feedback from colleagues for one week.

Classroom Structure & Routines

CLASSROOM STRUCTURE

• Hints for Success:

- o Have a variety of physical arrangements planned and diagramed before students arrive
- o Practice setting up classroom for whole class instruction, small group activities and small group instruction combined with independent work
- o Plan for "desk creep" by having floor markers or posters of seating arrangements for self-correction
- o Protect the floor by placing old tennis balls on the feet of chairs and desks

Classroom Structure & Routines

SCHEDULING

• IMPORTANCE OF SCHEDULING

- o Ensure that activities are as predictable as possible
- o Coordinates the classroom with the school-wide non-negotiable schedule
- o Sets the priority of classroom activities and time devoted to learning

Classroom Structure & Routines

SCHEDULING

- Flow of the Day
 - Identify teacher directed, independent work and group work activities
 - Maintain balance between types of activities
 - Schedule a variety of activities
 - Avoid extended periods of independent work

Classroom Structure & Routines

SCHEDULING

- Pay attention to some specific times
 - Beginning of the day
 - Last five minutes of each period/lesson
 - Last hour of the day
 - Dismissal

Classroom Structure & Routines

SCHEDULING

- **Plan Your Schedule**
 - Pre-determined or Planned schedules
 - Write down schedule of daily subjects
 - List typically occurring activities for each subject
 - Time spent on each activity
 - Teacher-directed
 - Independent work
 - Cooperative group task

Classroom Structure & Routines

SCHEDULING

- **Teach Your Schedule**
 - Actively teach your students how you want them to move from one activity to another or from one area of the classroom or to another.
- 1. Give specific directions
- 2. Demonstrate the procedures
- 3. Allow student practice to fluency
- 4. Provide high rates of positive feedback

Classroom Structure & Routines

SAMPLE LESSON PLAN OUTLINE

- One hour lesson:
 - **5 Minutes:** Teacher-directed review
 - **10 Minutes:** Introduction of new concepts
 - **10 Minutes:** Teacher-directed guided practice and/or working on assignments
 - **25 Minutes:** Independent work/Cooperative tasks
 - **10 Minutes:** Teacher-directed corrections/guided practice

Classroom Structure & Routines

SAMPLE LESSON PLAN OUTLINE

- 90 minute lesson:
 - **2 Minutes:** Independent warm-up exercise/attendance
 - **6 Minutes:** Teacher-directed review
 - **12 Minutes:** Introduction of new concepts
 - **10 Minutes:** Teacher-directed guided practice, working on assignments
 - **15 Minutes:** Independent work

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SAMPLE LESSON PLAN OUTLINE

- 90 minute lesson (continued)
 - **5 Minutes:** Teacher-directed correcting and clarifying
 - **5 Minutes:** Introduction to cooperative exercise
 - **15 Minutes:** Cooperative group task
 - **5 Minutes:** Teacher-directed clarification
 - **10 Minutes:** Independent Work
 - **5 Minutes:** Teacher-directed instruction to homework

Classroom Structure & Routines

- **Activity #3: Current Schedules**

Discuss these 2 questions:

1. What is your daily schedule and how do you prompt or teach students to follow that schedule?
2. How do you distribute and collect lesson materials, supplies, manipulatives, teaching materials, etc.

Write down 1 new idea for sharing out.

Classroom Structure & Routines

ROUTINES

- **What are structures and routines?**
 - Procedures explain the accepted process for carrying out a specific activity, such as turning in class assignments, using lockers, having personal needs met.
 - Classroom procedures are patterns for accomplishing classroom tasks.
 - Procedures form routines that help students meet expectations stated in the rules.

Classroom Structure & Routines

ROUTINES

- What are structures and routines?
 - Procedures should be succinct, positively stated and in age-appropriate terms
 - Keep "Who, what, when, where, why, and how" in mind
 - Clear procedures, taught and consistently enforced are the most critical tool to create a functional and productive learning environment

Classroom Structure & Routines

ROUTINES

- Identify and systematically teach common routines to increase academic engaged time
- Some common routines
 - Entering class
 - Getting students ready to learn (Bell Ringers)
 - Getting materials
 - Turning in work

Classroom Structure & Routines

ROUTINES

- Additional routines
 - Requesting assistance
 - Transition periods
 - Bathroom/water requests/sharpening pencils/personal needs
 - Dismissal

Classroom Structure & Routines

ROUTINES

- Develop plan for teaching routines
 - What is the routine?
 - What is the expected behavior?
 - How can you increase probability of expected behavior?
 - How do you acknowledge expected behavior?

Classroom Structure & Routines

ROUTINES

- What will problem behaviors look like?
- What will you do the first time a behavior problem occurs?
- What will you do for subsequent occurrences?

Classroom Structure & Routines

ROUTINES

- TEACHING ROUTINES
 - Introduce routines during neutral time (first period, home room)
 - Provide rationale/objectives
 - Model routine (examples and non-examples)
 - Practice, Practice, Practice
 - Acknowledge students who demonstrate the routine

Classroom Structure & Routines

Routine	Expected Behavior	How to Support	Acknowledge	Problem Behavior	First Occurrence	Future Occurrences
Entering class	Within 90 seconds of entering class, student will take seat and engage in learning activity.	Provide daily "bell ringer" activity. Teach where to find it. Teach simple verbal cue.	Student will receive extra credit for completing 5 "bell ringers" in time allotted.	Student enters class and distracts others, doesn't take seat or begin task.	Re-teach routine. Teach student how to get help if needed.	Provide nonverbal cue. Provide verbal cue. Determine consequence (Minor ODR, etc.)

Classroom Structure & Routines

- **Activity #4: Routine Instructional Planning Form**
 - Using the Routine Instructional Planning Form, document some of the important routines in your class.
 - What should behavior look like?
 - What will problem behavior look like?
 - Describe what you will do to:
 - Teach
 - Acknowledge
 - Correct

Classroom Structure & Routines

ROUTINES

- Use the Routine Instructional Planning Form to document routines, teaching strategies, and supporting strategies.
- Clearly defines classroom routines and are consistent with school-wide and classroom expectations.

Routine	Expected Behavior	How to Support	Acknowledge	Problem Behavior	First Occurrence	Future Occurrences

Classroom Structure & Routines

ROUTINES

- Elementary School Example: Lining Up
 - Sit quietly when you hear the signal
 - Neatly place books and materials in your desk
 - Quietly stand when your name (row/table) is called & push your chair under the table
 - Quietly walk to the line
 - Stand with your hands at your sides, no talking

Classroom Structure & Routines

ROUTINES

- Elementary School Example: Seat Work
 - Sit in a learning position
 - Prop up a book on your desk to request help
 - Continue working while wait for help
 - Complete all of your work
 - Read a book if you finish work early
 - Ask teacher for restroom or water breaks during independent time

Classroom Structure & Routines

ROUTINES

- Middle School/High School Example: Class Discussion
 - Raise your hand and wait for a turn to talk
 - Comments should be related to the topic
 - Respect other's opinions and contributions
 - Use body language listening to peers that you would use listening to your boss
 - If you disagree, request a turn to talk and state your opinion respectfully

Classroom Structure & Routines

ROUTINES

- Middle School/High School Example: Entering the Classroom
 - Enter the classroom and be seated before the bell rings
 - Get out the materials you need for class
 - Talk with Level 1 voices until the bell rings
 - Stop talking and be ready to learn when the bell rings

Classroom Structure & Routines

ROUTINES

- **Supporting Routines**
 - Posting of routines in the classroom
 - Attention signals
 - Nonverbal cues and signals immediately preceding routine
 - Pre-corrections
 - Verbal reminders and prompts
 - Behavioral rehearsal
 - Regular practice with feedback

Evaluation: Post-Assessment

Teacher Accountability

- **Moving the Room**
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Student Outcome

- **Classroom Behavior Incidence Forms**
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Application

- Share PowerPoint and Activity Worksheets with principal and colleagues.
- Discuss topics at grade-level, department or staff meetings/workshops.
- Consult with External Coach/PBIS Technical Assistance Coordinator

Questions



Before you leave the session...

- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions

Handouts

- PRE- AND POST-ASSESSMENTS
 - Designing the Physical Space
 - Developing a Functional Schedule
 - Establishing Classroom Routines
- ACTIVITY SHEETS
 - Activity #1: Classroom Snapshots
 - Activity #2: Other Arrangements
 - Activity #3: Current Schedules
 - Activity #4: Teaching Matrix

Resources

- Colvin, G. (1997). *The effective elementary classroom*. Frederick, CO: Sopris West.
- Florida's Positive Behavior Support Project http://flpbs.fmhi.usf.edu/resources_classroom.asp
- Jones, F. H. (2007). *Tools for teaching*. Fredric, H. Jones and Associates, Inc.
- Missouri Schoolwide Positive Behavior Support, <http://www.pbmissouri.org/class.html>
- Sprick, R. S.(2009). *CHAMPS*. Eugene, OR: Pacific Northwest Publishing, Inc.

Presenter's Information

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