

Chapter 3 Reflection Tool: Classroom Routines and Procedures

Answer the following questions to help you create a more engaging classroom where students feel safe and secure through consistent routines and procedures.

Teacher Team Collaboration

- Has our team identified the common routines and procedures that all students will experience?
- How well do team members lead one another in aligning common routines and procedures?
- How well do team members focus on building student independence with each routine or procedure?
- When a teacher experiences difficulty with a student or a routine, what steps does he or she take to seek help from the team?

Classwide Supports

- How well have I aligned my routines and procedures with the routines and procedures developed by the team?
- What evidence do I collect to gauge student success with routines and procedures?
- How well do I communicate expectations for behavior to maintain student independence with those routines?
- How effectively do my positive behavior supports reinforce the behaviors I wish to see in these routines?
- How effectively do I intercept student misbehaviors so I don't have to stop instruction to redirect students?
- What level of independence do my students exhibit with each routine and procedure?
- How can I create student leaders to help me lead each routine and procedure?

Individualized Student Supports

- When a student repeatedly has difficulty with a behavior, how well do I consistently determine the root cause of this behavior?
- Once I determine the potential root cause of student behavior, how well do I verify that the failure is not due to my classroom supports or inconsistency from the team?
- How effective am I at identifying the student's strengths so that I can leverage the strength to address the area for growth?
- When I prescribe an intervention, how committed am I to providing the intervention with frequency and consistency?

REPRODUCIBLE

- How consistently do I gauge student growth in behavior to determine if my intervention was effective?
- When the student is still unsuccessful, how well do I reflect and refine the intervention to better help the student?
- When my efforts to help the student continue to fail, how well do I reach out to my team members to help me better respond to the student?