



TURNAROUND  
FOR CHILDREN

# Tier 1 Proactive Behavior Systems in the Classroom

**OBJECTIVE:** Educators will be able to plan and implement Tier 1 proactive behavior systems in the classroom.

**PURPOSE:** When schools plan and implement proactive classroom supports where expectations are clearly defined and modeled, it creates a physically and emotionally safe environment that unlocks potential for learning and development.



## SCIENCE SIGNALS

**Calm, safe and predictable environments create the conditions for healthy development.**

Educators can create conditions that buffer the negative impacts of chronic stress through the proactive design of classroom systems and expectations that are consistently taught, practiced and reinforced with consideration to developmental entry points and needs.

This educational practice toolkit (4.4) is part of **Module 4: Building Trauma-Sensitive Systems (Tier 1)**

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## Portrait of Practice

This story highlights the experience of a new teacher. As you read, consider what actions the teacher took to change her practice, and evaluate what impacts these actions had on student performance.

Ms. Perry's first year of teaching was hard – much harder than she expected. She started the year with boundless optimism, a strong work ethic, and a deep belief that all students could achieve at high levels. And yet, by October it was clear that she was struggling.

Ms. Perry was surprised by the challenges she faced. On the first day of school, she introduced her rules and clearly outlined rewards and consequences. She worked hard to consistently and fairly respond to students and build relationships, but she quickly became exasperated by the number of times she had to re-explain basic expectations. Even a simple task like lining up took forever and almost always resulted in a confrontation between at least two students. Every morning she tried to give the students a fresh start, but by noon she became frustrated and short. By spring break, Ms. Perry knew that she needed help if she was going to make it in the teaching profession. She asked a trusted colleague, Ms. Lightfoot, to observe and give her feedback.

After only a few minutes of observing, Ms. Lightfoot said, “Your students want to please you, but they don't know what you want them to do. You haven't taught them.” Ms. Perry was shocked. She had told her students to be respectful. She had told her students how to line up. But Ms. Lightfoot was right, she knew from teaching academic content that telling was not the same as teaching. She immediately got to work. She started to think about breaking down rules and classroom procedures the same way she would break down a tricky math problem or a new vocabulary word. Over spring break, she planned lessons for reintroducing her rules and procedures. She decided to give her students an opportunity to contribute by sharing their thoughts on how their class could improve and designing a new class contract. Next, she set time aside to reintroduce her rationale, and model and practice all classroom procedures step by step. Even though it was late in the year, she motivated students to improve by setting implementation goals and tracking progress. She was surprised how motivated her students were to reduce their transition time by 2 minutes in two weeks – it felt like a game instead of the anxiety-provoking experiences before break.

Ms. Perry couldn't believe her eyes. The same students who, only weeks before, had been a constant source of frustration were now meeting expectations regularly. Well-taught and monitored procedures allowed her to pinpoint exactly where they struggled and offer solutions for the challenges they faced before they became major disruptions.

Ms. Perry still had a long way to go in her development as a teacher. But the end of her first year had taught her that with explicit instruction and feedback, her class could succeed. She was looking forward to building on her success and planning for year two.

## Science Grounding

A clear and consistent approach to teaching and reinforcing expectations is necessary to create a calm, safe and predictable environment in which students are best prepared to engage in learning. When a school environment feels confusing or unpredictable, it can cause the kind of stress that inhibits a student's ability to learn. Even more so, if a student has stressors outside of school, the negative impact on learning is compounded. When a school environment feels physically and emotionally safe, it is less likely to arouse the stress response system and creates the foundational conditions for learning.

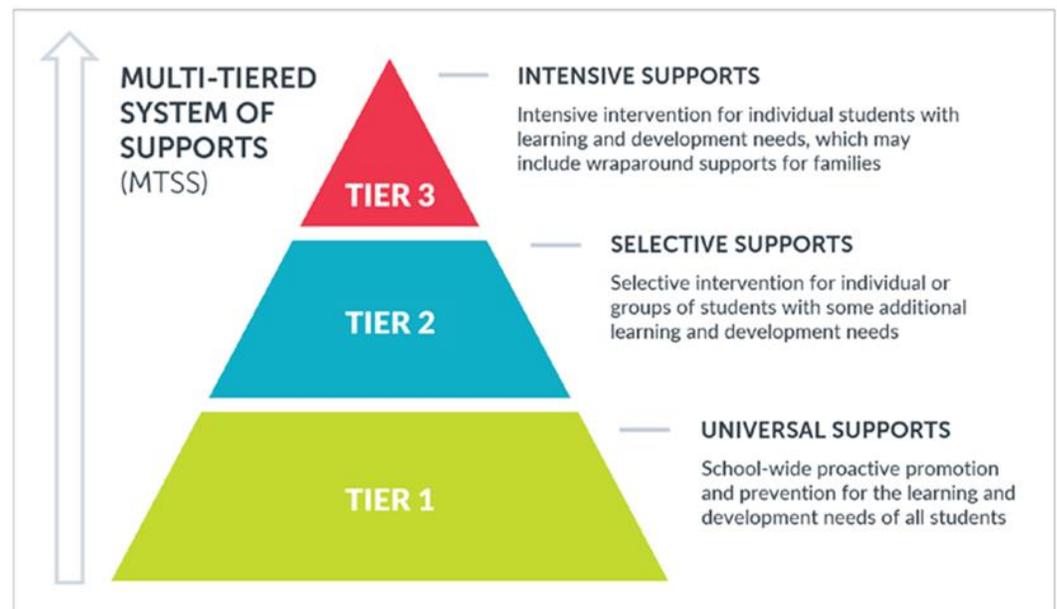
Research suggests that focusing on the social-emotional development of students is the most effective way to manage student behavior, promote student well-being, and create a productive culture for learning. Rather than viewing student misbehavior as an intentional act that must be punished, a developmental approach views student behavior as a demonstration of a developmental need and as a set of skills that need to be learned (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2019). This approach asks educators to reflect on how they currently communicate expectations and encourages continuous revision to address changing context and student needs. In doing so, educators can create a safe environment while simultaneously meeting each student where they are and supporting them to their next phase of development.

One way in which schools can achieve classrooms that are more developmentally grounded is to strive for classrooms managed not by compliance and punishment, but rather by the “promotion of student responsibility through the development of common norms and routines with the participation of students” (Darling-Hammond et al., 2019, p. 10). When they include students in the creation of a classroom culture, educators garner buy-in by developing a shared rationale and integrating culturally relevant thinking from the students. Additionally, shared norms and procedures remove power dynamics between teachers and students that prevent positive relationships. Instead, they promote strengthened connections while also fostering student autonomy, self-awareness and relationship skills (Darling-Hammond et al., 2019). As students develop norms and routines with the teacher, they have an opportunity to observe an adult setting boundaries, using a shared language, and demonstrating respect. This modeling can be the first step to students' building their own ability to self-regulate when in a new context.

## Connections to Other Turnaround Tools

Tool Interconnectedness	Description
<b>Module 4</b> <b>Educational Practice Toolkit 4.1</b> “Plan and align foundational elements of Tier 1 schoolwide systems”	This toolkit provides tools that support planning for Tier 1 at the schoolwide level. Tools include a Tier 1 Self-Assessment, Tier 1 Capacity Matrix and a Schoolwide Scheduling tool.
<b>Module 4</b> <b>Educational Practice Toolkit 4.7</b> “Plan and revise Tier 1 responsive behavior support systems”	This toolkit serves as a complement to the current toolkit and focuses on classroom-level responsive behavior systems. Tools include Logical Consequences, Classroom Re-entry Procedure and Student Safety Procedures.
<b>Module 3</b> <b>Educational Practice Toolkit 3.4</b> “Strategies for building relationships with students”	This toolkit supports educators in utilizing verbal and nonverbal communication that supports developmental relationships with students, including strategies to interrupt and defuse escalating behavior chains.

## MTSS Connection



A proactive classroom behavior system fits into a school's broader Tier 1 approach within an overarching MTSS. The classroom system should reflect the values and norms found in the schoolwide system.

# Context-Setting

## Skills

### Skill 1: Develop Classroom Rules That Are Aligned to the Schoolwide Matrix and Incorporate Student Voice

Students do best when they know what is expected of them. That's why planning and communicating classroom rules is an essential first step in developing a productive and safe learning environment. Unfortunately, many educators miss an opportunity to develop students beyond basic expectations. Traditionally, adults develop the rules, communicate them to children, and begin to enforce them with external rewards and/or consequences. While this method may result in compliance, it does not provide students an opportunity to practice self-regulation. Additionally, it can result in power dynamics that make relationships between teachers and students difficult to maintain.

“In developmentally-grounded schools, classroom management is approached as something that is done *with* the students and not *to* them” (Darling-Hammond et al., 2019, p. 10). Enlisting students in the creation and care of the classroom community promotes student responsibility, develops student autonomy, creates respectful relationships among students and teachers, and provides a scaffolded opportunity for students to practice self-regulation (Darling-Hammond et al., 2019). Although educators may fear relinquishing control or appearing lax, incorporating student voice can lead to a high standard of behavior, in which students consider their impact on the community rather than adhering to rules simply to avoid punishment. Below are some guidelines to keep in mind while developing rules with students.

1. **Classrooms should have no more than 3–5 positively stated rules.** By limiting the number of rules and concisely stating the desired behaviors, educators support students as they internalize the expectations and develop positive habits.
2. **Classroom rules should be aligned to the overarching school rules.** For example, if the schoolwide rules are Be Safe, Be Responsible, Be Kind, the classroom should mimic those rules. Student voice can be incorporated by asking students to consider what safety, responsibility and kindness look like, sound like, and feel like in the classroom setting.
3. **Incorporating student voice and participation does not mean that students determine the rules.** The adult is still in control, and should guide students to develop rules that will result in a safe and productive environment. The Developing Classroom Rules protocol provides educators a structure for developing shared rules with students.

#### EDUCATOR TOOL

Protocol for Developing  
Classroom Rules  
p. 15

## Skill 2: Plan for the Teaching of Routines and Procedures

Effective routines and procedures are the time-saving structures that prevent logistical concerns like an unsharpened pencil or a trip to the bathroom from consuming a teacher’s time and derailing learning. However, more important than saving time, well-taught and monitored procedures contribute to a calm, safe and predictable environment for students. They also provide ample opportunity for teaching social-emotional skills such as self-awareness, relationship skills, self-regulation, and executive functions. While all students benefit from these structures, they can be especially supportive for students who have been impacted by chronic stress and need predictable experiences and clear guidelines for participation.

The key to successful routines and procedures is to plan and teach them with the same level of detail and care used to teach academic content. The **Checklist of Common Classroom Procedures and Teaching Procedures Lesson Plan Template and Student Supports Guide** can be a helpful tool when planning. Just as it is important to share the why, what and how (see table below) with students in a math lesson, it is equally as important when introducing a new procedure within the classroom. By activating prior knowledge and explaining rationale, educators can support students in instances where they may need to “code switch” between home and school, and can help students understand why certain behaviors and procedures create an organized and safe environment.

### EDUCATOR TOOLS

**Checklist of Common Classroom Procedures**  
p. 16

**Teaching Procedures Lesson Plan Template and Student Supports Guide**  
p. 18

### The Why, What and How of Introducing New Content

Why	<p>Why are we learning this? How will it help us or our community?</p> <p><i>If you need a pencil, I want you to be able to get what you need without interrupting the learning of others. At home, if you need a pencil, you just get up and go to the drawer to get it. But there is a different way to get a pencil at school. Why do you think that is?</i></p>
What	<p>What are we learning? What are the pieces of knowledge we need to know to master this content?</p> <p><i>Sharpened pencils are located in the red tub by the classroom door. Dull pencils may be left in the blue tub by the classroom door. I will select a class pencil sharpener to help me keep a stock of sharpened pencils at the beginning of each day.</i></p>
How	<p>How will we do it? What steps do we take to demonstrate mastery?</p> <p><i>If your pencil becomes dull during a lesson:</i></p> <ol style="list-style-type: none"> <li>1. <i>Raise a silent index finger in the air.</i></li> <li>2. <i>When I point to you, you may take the shortest walking path to the pencil tub to exchange your pencils.</i></li> <li>3. <i>Keep in mind that only one student should be out of their seat at a time. If you see another student at the pencil tub, please wait until they are seated.</i></li> <li>4. <i>Immediately return to your seat using the shortest path.</i></li> </ol>

### EDUCATOR TOOL

**Introducing Procedures Feedback Form**  
p. 20

In addition to providing students the why, what, and how for a new procedure, educators must provide students with sufficient opportunities to practice and receive feedback – just as you would when teaching a new problem-solving method in math. The **Introducing Procedures Feedback Form** identifies key elements of good procedure teaching and practice.

## Skill 3: Modeling and Practicing Expectations, Routines, and Procedures

*“Tell me and I forget, show me and I may remember, involve me and I learn.” – Xun Kuang*

This quote from the ancient Chinese philosopher Xun Kuang perfectly sums up the importance of modeling and practicing new expectations, procedures and routines with students. After developing a lesson plan that concisely introduces the why, what, and how of new expectations and procedures, it is important to consider when and how students will be involved in the modeling and practicing of new skills.

### Modeling

To effectively model, educators break larger concepts or processes into discrete actions and explicitly demonstrate each action. For example, if the expectation is to be kind, an educator might model what it looks like to be kind by showing students how to make room for a friend at the lunchroom table. To model a procedure, an educator might act out each step of a process, pointing out how students should sound, move, and act as they complete the task at hand. The goal of an effective model is to show students, as concisely and explicitly as possible, the desired behaviors in action. Below are a few tips for successful modeling.

- Teacher uses clear, explicit language
- Teacher begins model when 100% of students are focused and attentive
- Teacher uses visuals and nonverbal cues when possible
- Teacher engages students throughout the model to create buy-in
  - Uses songs, cheers, and chants when possible
  - Acts out examples and non-examples of desired behaviors
  - Uses student volunteers when appropriate
- Model is efficient and paced to maintain attention and focus
- Teacher ends model with a check for understanding
- Teacher asks students to model and give feedback
- Teacher uses call and response questions

#### EDUCATOR TOOL

Introducing Procedures  
Feedback Form  
p.20

The **Introducing Procedures Feedback Form** provides additional “look fors” to support educators in modeling expectations.

Review the Making Meaning table below for an example of how to break an overarching expectation or procedure into explicit steps students can take toward success. Notice that Teacher B provides her students with the actions and words they can use to be successful. Teacher B has also found an opportunity to introduce a social and emotional skill needed for success.

#### MAKING MEANING OF KEY CONCEPTS

#### Make It Explicit: Teaching Students to Show Respect While Walking in a Line

Non-Example: Teacher A	Example: Teacher B
“When we walk down the hall, we are respectful.”	“One way to show respect for others while walking in a line is to be mindful of their personal space. If you accidentally bump into someone in the line, try saying, ‘Excuse me’ and slightly adjust your pace to create more space.”

	If someone accidentally bumps into you repeatedly, you could adjust your pace or ask, 'Would you please give me a little space?' Watch me, and then you can practice."
What transferable social and emotional skill have students learned?	

Make It Explicit: Teaching Students to Show Kindness at Their Lockers	
Non-Example	Example
"Wait your turn at your locker."	Make it your own:
Is there a transferable social and emotional skill within this example? If so, what is it? If not, is there an opportunity to add one?	

### Practicing

Once an expectation or procedure has been modeled, students must have a time outside of when the routine is needed to practice. For example, students may practice the transition to the playground in the morning so that by the time they transition after lunch, they have already practiced. Good practice allows teachers to identify and immediately correct misunderstandings, and it can build student confidence and sense of belonging. Below are some characteristics of good practice.

- Good practice breaks expectations/procedures into small chunks and allows students to develop proficiency before moving to the next step.
- It starts with 1-2 students practicing, then a small group, and finally the whole group. At each phase, the teacher and students provide feedback on what's going well and how to improve.
- When a challenge arises for an individual or the group, they are given specific feedback and encouraged to try again. The goal is improvement, not punishment.
- The teacher narrates positive behavior throughout the practice.

The **Introducing Procedures Feedback Form** provides additional "look fors" to support educators in practicing the procedure with their students.

#### EDUCATOR TOOL

Introducing Procedures  
Feedback Form  
p. 20

## Skill 4: Progress Monitoring

When designing rules, procedures and routines, it's important to consider how to measure their effectiveness. Not only will this step help educators identify when revision or reteaching is necessary, it will also illuminate when scaffolds need to be added or faded so that students can experience appropriate challenge and growth as the year progresses.

Once a routine or procedure is taught, modeled, and practiced, it can appear possible to step back and be hands off. However, maintaining and advancing expectations demands active monitoring. After setting a progress-monitoring goal for successful implementation, students must be actively supported to reach those goals. At its core, good monitoring is a commitment to noticing student behavior and providing targeted feedback to students on their performance.

### Elements of Effective Progress Monitoring

- Utilizes a system for monitoring student performance during the routine (such as a timer, tracker, notes, etc.)
- Teacher narrates what he/she is noticing
- Teacher uses nonverbal signals to monitor and/or correct behavior
- Teacher provides targeted feedback to students on their performance
- Teacher uses monitoring data to guide reflections and revisions

#### EDUCATOR TOOL

Introducing Procedures  
Feedback Form  
p. 20

The **Introducing Procedures Feedback Form** provides additional “look fors” to support educators in progress monitoring the procedure with their students.

Study the example below and reflect on the changing dynamics of teacher and student roles and responsibilities. How might progress monitoring have informed these changes?

#### MAKING MEANING OF KEY CONCEPTS

Pencil Sharpening Procedure		
Beginning of the Year	Middle of the Year	End of the Year
<i>Student raises a silent index finger. Teacher retrieves sharp pencil from the pencil tub and delivers to student.</i>	<i>Student raises a silent index finger. The teacher will point to the student and he/she may walk to the pencil tub using the shortest path. Student must wait if another student is already out of their seat.</i>	<i>Student waits until no other students are out of their seats. Next, student may silently use the shortest path to walk to the pencil tubs and exchange pencils before immediately returning to their seat using the shortest path.</i>

By having a clear vision for student progress throughout the year, the teacher can add and fade supports as needed, including reteaching and additional practice.

## Skill 5: Language That Supports Teaching and Learning of Expectations, Routines and Procedures

What educators say and how they say it has a profound impact on the way children perceive themselves and the work they are being asked to do. If a teacher uses a harsh, punitive, sarcastic, or inconsistent tone, students can perceive expectations as militaristic or overly controlling. Alternatively, the same expectations and procedures can be embraced as

empowering elements of the class community when a teacher uses language that is calm, consistent, and positively framed.

### General Characteristics of Supportive Teacher Language

- Positive, neutral, empathetic, and interested
- Uses economy of language
- Exudes poise and calm
- Demonstrates attentiveness and responsiveness to student cues
- Teacher maintains neutral posture
- Language matched with bright facial features
- Coordinates verbal and nonverbal language

### Types of Supportive Language:

Even when students are invested in expectations and procedures, there will be time when redirection and prompting are needed. Below are three types of language that can support quick and in-the-moment adjustments to student behavior. Utilizing the language outlined here not only provides behavioral support, but preserves the dignity of students and maintains positive adult-student relationships.

#### Positive Narration

Positively narrating behavior can be a powerful way to acknowledge one student while providing a helpful reminder to other students. Yet, there is a distinction between praise and narration. Positive narration is simply naming the observed desired behaviors. Students do not need to be praised every time they line up silently. After all, that's just the expectation. But their compliance with the expectation should be noticed. Use the Making Meaning table below to understand the difference between praise and narration.

Praise	Positive Narration
"Good job, Brenda. I like the way you are lining up quietly. Way to go!"	"Brenda is lining up quietly. Charlie is lining up with his hands by his side. Tyrell is walking quickly and safely."
<b>Try It Out:</b> How might you revise the praise on the left?	
Good job putting your paper away, Michael. I like the way you're passing in your paper, John. Our class is doing an amazing job.	

#### Redirection

Effective redirecting language is a statement that is short, direct and specific, and tells the student what to do. It is delivered calmly and swiftly so that it does not slow the momentum of the class or draw unnecessary attention to the student. After the redirection, the teacher should allow the student time to comply, and might even turn away from the student to communicate "I trust that you'll follow this direction." Next, the teacher may want to follow up with a nonverbal acknowledgement that the student complied, or add the student to their narration.

Proactive Redirection	Responsive Redirection
"Remember, when you enter, I'm looking for seated, silent and starting work."	(Calmly) "Casey, put your watch away and continue with your assignment."
<b>Try It Out:</b> How might you use redirection to proactively or reactively respond to students who are lining up after lunch in the cafeteria?	

### Prompt Action

When an educator is confident that a set of expectations are understood and internalized, they may offer prompts, often in the form of questions, that allow a student to think about their actions and determine what to do. An educator should use this when a student has typically demonstrated success with a routine and supports can be adjusted to foster growing independence. However, if prompting is not effective in supporting student behavior, the educator should adjust to minimize student guesswork and utilize a redirection that clearly states what the student should do.

Activity Direction:	Prompting Action
"James, stop touching the walls."	"Where should our hands be when we walk?"
"Caroline, stop talking to Katie and turn in your paper."	"Caroline, what do we do when we're finished?"
<b>Try It Out:</b> How might you revise the following directions to prompt action in students?	
"Amar, put the counters in the bin."	

### Additional Strategies for Improving Teacher Language

The chart below highlights additional strategies for maintaining calm and positive interactions with students. Study the examples below and reflect on what is communicated in each statement. How might students interpret or respond each comment/redirection?

Strategies for Improving Teacher Language	Non-Examples	Examples
<b>Stay Present</b> Tell student the desired behavior and don't focus on the past.	"Johnny, you didn't pass your paper in with the group."	"Johnny, please pass in your paper."
<b>Assume Students Want to Please</b>	"Lily, you never listen. I said, pass in your paper."	"Lily, you may not have heard me. Please pass in your paper."

#### MAKING MEANING OF KEY CONCEPTS

<p><b>Keep It Anonymous</b></p> <p>When possible, avoid calling students out publicly. This maintains student dignity and avoids power struggles.</p>	<p>“Tyler, you’re talking. You should be silent.”</p>	<p>“I notice someone at table 4 is still talking. Let’s all get quiet.”</p>
<p><b>Be Curious, Find Out More</b></p> <p>When time permits, ask students what they need.</p>	<p>“Jan, stop slowing the line down.”</p>	<p>“You don’t seem yourself today. Everything okay?”</p>
<p><b>Activate Investment</b></p> <p>Make it a game or tie it to growth goals or future aspirations.</p>	<p>“Our line is moving too slow. We will be late to music.”</p>	<p>“I know you guys love music. Let’s see if we can get there faster than we did yesterday. Ready ... go.”</p>

Now make it your own. Use one of the above strategies to revise the redirection below.

Original Teacher Language	Revised Teacher Language
<p>“Tanya, stop talking while I’m talking.”</p>	
	<p>Which strategy did you use?</p>
<p>“Billy, we don’t touch other people in the line.”</p>	
	<p>Which strategy did you use?</p>

### EDUCATOR TOOL

Teacher Language Reflection  
Guide and Sample  
p. 22

As teachers introduce expectations and procedures, it’s essential to carefully plan and reflect on language and tone. The **Teacher Language Reflection Guide** can be a helpful tool to support ongoing reflection. In addition, to maintain a calm demeanor throughout the year, teachers may need to use strategies such as pausing, disengaging, breathing, and planned ignore strategies to remain neutral. It’s important to remember that if a procedure or expectation is not being followed as directed, it’s a sign that skill development is needed and scaffolds should be put in place. Because of this, sometimes the best in-the-moment strategy is for teacher and students to pause, get calm, and take time to problem solve and plan adjustments.

## Skill 6: Teach Acceptable Ways to Solicit Help in the Classroom and at School

Negative student behavior may be the result of an unmet need. Therefore, educators would do well to develop proactive systems to identify and address student needs so that student well-being is promoted and misbehavior is prevented. In addition to clearly communicating and modeling expectations and procedures, educators can work to prevent unmet needs by teaching students how to ask and advocate for the help they need.

Teaching students how to ask for help can include a range of situations, big and small. For example, it could include a short lesson on how to get missed assignments after an absence, or how to talk to a teacher if you think you've been misunderstood. Or it could include bigger topics such as whom you should talk to if you're a victim of abuse or are experiencing mental health trouble. Educators can even set time aside to explicitly model how to get help for a friend if you're worried they are in harm's way. The **Checklist of Asking for Help Procedures** is a tool that gives teachers a starter list of procedures that can be taught for requesting help in the school setting.

#### Tips for Teaching Students How to Ask for Help

- Introduce students to key adults in the building, and explain what their job is and how they can help students.
- Norm procedures with other teachers for how and when students access help outside the classroom.
- Teach students using explicit models, role plays, and examples and non-examples of how to access the right help at the right time.
- Be consistent – when a student asks for help, demonstrate that you will help them find what they need.

Of course, all of these lessons and procedures will depend on the child having trusting relationships with adults in the building. That's why an educator's daily interactions are so important. Those interactions will determine whom a child will turn to in their time of need.

### **EDUCATOR TOOL**

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Checklist for Asking for Help  
Procedures

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# Educator Tools

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# Protocol for Developing Classroom Rules

## PURPOSE

This protocol is one way to guide students in the development of classroom rules or a class contract.

## DIRECTIONS:

1. Identify the schoolwide rules and expectations.
2. Adapt this protocol to meet the needs of your students.
3. Ideally, this tool is to be used within the first 2-3 days of the school year.

## Protocol Pre-Work

The first step in developing shared classroom norms is to start with the end in mind. It is important that classroom expectations are tightly aligned to the broader schoolwide expectations. To achieve alignment while still including student voice, consider what has already been decided by the school, and where there is room for student input. In doing so, you will help focus the conversation with students and ensure that you can include their contributions.

## Schoolwide Expectations to Include in Class Contract

## Protocol to Use with Students

**Step 1:** Introduce any schoolwide or classroom-specific expectations that should be included in the contract to students. These expectations ...

- Should be positively framed
- Should be concise and in student-friendly terms
- Should not exceed 3-5 expectations

**Step 2:** Select one of the expectations and ask students to silently write on post-its what it would look like, sound like, and feel like to see that expectation in action. Provide 3-5 minutes of silent writing time.

**Step 3:** In groups of four, ask students to share their written responses for one of the expectations. Next, ask them to eliminate any duplicate ideas.

**Step 4:** Ask each group to share the major actions or characteristics they identified would be present if the expectation were being met by students. As each group shares, the teacher should record their responses on a large sheet of chart paper.

**Step 5:** Ask the whole class if they notice any duplicate ideas on the chart. Eliminate duplicates so that 2-3 actions or characteristics are identified for the overarching expectation.

**Step 6:** Repeat process so that each overarching expectation is discussed in small groups and responses are recorded during a whole group discussion.

**Step 7:** Use ideas captured on chart paper to write a class contract. Considering hosting a signing ceremony that involves special pens, paper, or actions to elevate the creation of the contract. Once created, post the signed contract for all to see and reference.

## Facilitator Notes

This protocol provides a general example of how to incorporate student voice in classroom expectations. It will need to be adjusted to meet the needs of your students. Perhaps your class will need more scaffolding, or could work more independently. Use the below ideas to help you modify this protocol to meet your needs.

### Possible Scaffolds:

- Start with an example/non-example
- Introduce key vocabulary terms
- Break up the protocol over a few days
- Remove writing component and ask students to share orally
- Keep conversation whole-group throughout the protocol

# Checklist of Common Classroom Procedures

## PURPOSE

This checklist is intended to support the planning of classroom routines and procedures.

## DIRECTIONS:

1. Determine which procedures are needed in your classroom setting.
2. With grade-level partners, prioritize which procedures should be taught first and by whom.
3. Add to the list any needed procedures for your specific context.
4. Utilize the tool **Teaching Procedures Lesson Template** (p. 17) for planning your procedures.

## Common Classroom Procedures

### Procedures for Movement and Transitions

- entering the classroom in the morning
- preparing for dismissal in the afternoon
- entering the classroom from the hallway
- getting out of your seat
- bathroom use
- getting a tissue
- throwing away trash
- safety drills
- distributing supplies to your group or the class
- handing in homework
- accessing missed work following absence
- 
- 

### Procedures for Organizing Materials

- sharpening pencils
- handing out materials
- using and storing materials (pencils, pens, paper)
- handling technology or special supplies
- organizing desk (locker) contents
- students without pens and pencils
- storing coats, bags, and lunches
- 
- 

### Procedures Within Academic Blocks

- transitioning in and out of group work
- work to “do now”
- transitioning to the mini-lesson
- transitioning to independent work
- handing in classwork
- unfinished work
- “fast finishers”
- exit tickets
- 
- 

### Procedures Leveraging Social Skills

- how to contribute your ideas in class (raising hand, taking turns)
- showing agreement or disagreement
- asking questions
- signaling the teacher for help
- getting the teacher’s attention
- students who have a conflict in class
- students who have had a conflict out of class (in the cafeteria, in the gym, etc.)
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# Teaching Procedures Lesson Template

## PURPOSE

This template is intended to guide educators as they plan to teach classroom routines and procedures in a way that supports student developmental outcomes.

## DIRECTIONS:

1. Identify a key procedure that needs to be taught in your classroom setting.

**Step 1:** Unpack the social and emotional skills that should be integrated into the teaching of this procedure.

**Step 2:** Plan each element of the lesson plan.

**Step 3:** Evaluate the types of supports needed for students to be successful in learning and practicing the procedure. A set of reflection questions is provided to guide this process.

2. Share with colleagues to ensure consistent implementation.

## Step 1: Unpacking the Skills

Targeted Procedure	Social and Emotional Skills Needed for Success
<i>Example: Lining Up</i>	<i>Example: Waiting turns, giving space to peers, self-awareness, asking for space</i>

## Step 2: The Lesson Plan

<p><b>Develop the Why:</b> <i>Why is this procedure important to the classroom community? How will it keep us safe and/or help us learn?</i></p> <p>The rationale should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be concise</li> <li><input type="checkbox"/> Activate prior knowledge</li> <li><input type="checkbox"/> Be in student-friendly terms</li> <li><input type="checkbox"/> Be positively framed</li> <li><input type="checkbox"/> Be referenced frequently</li> </ul>	<p><i>Script rationale:</i></p>	
<p><b>Identify the What:</b> <i>What context do students need? For example, are there key adults that students need to meet? Locations in the building that need to be introduced? Objects in the classroom that need to be identified?</i></p>	<p>List key pieces of context to share:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>	
<p><b>Outline the How:</b> <i>What steps will students take to complete the task?</i></p>	<p>When will this procedure be modeled?</p> <p>_____</p>	<p>When will this procedure be practiced with students?</p> <p>_____</p>

<p>The how should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be concise and student friendly steps</li> <li><input type="checkbox"/> Describe how students should sound and move</li> <li><input type="checkbox"/> Map the route students should take while moving</li> <li><input type="checkbox"/> Be modeled for students</li> <li><input type="checkbox"/> Be practiced with students</li> </ul>	<p>Script:</p>	<p>Plan your language supports:</p> <ul style="list-style-type: none"> <li>✓ Positive Narration</li> <li>✓ Proactive and Responsive Redirection</li> <li>✓ Prompt Action</li> </ul>
<p><b>Progress Monitor:</b> <i>How will you know if this procedure is successful?</i></p> <p>Monitoring should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify clear targets for success (time, % of successful students, observable behaviors, etc.)</li> <li><input type="checkbox"/> Inform reteaching and ongoing revision</li> </ul>	<p>Goal for success:</p>	<p>How it will be tracked:</p>

Part 3: Planning Student Supports	
Ready	
Needs Support:	Types of Support:
Needs Significant Support:	Types of Support:

## Reflection Questions

- Does more than 30% of the class need support or significant support? If so, how can this procedure be revised to be more supportive?
- For the students in need of significant support, are there any common trends? Any antecedents or context that makes success more or less likely? How can this inform revision?
- If more than 90% of the class is “ready,” how can this procedure release more autonomy to the students and push their development?

## Introducing Procedures Feedback Form

### PURPOSE

This form can be used to guide self-reflection or to provide feedback to a colleague.

### DIRECTIONS:

1. Rehearse and/or observe the introduction of a procedure.
2. Use the feedback form to evaluate effectiveness of the lesson plan and/or execution of the procedure introduction.
3. Make revisions and reteach if needed.

### Communicating the Why

- Rationale is developmentally appropriate
- Rationale is personally meaningful and motivating to students
- Rationale is linked to school's core values and/or schoolwide expectations
- Explanation is clear
- Explanation is adequate for what you are asking students to do
- Uses economy of language
- Gives students the opportunity to participate in building the rationale

**Comment:**

### Outlining the How and Modeling Expectations

- Includes language that specifies movement required
- Includes language that specifies voice level required
- Includes language that specifies participation (what you want students to do)
- Uses attention-getting signal first – gets 100% of student attention before starting the model or practice
- Models desired behaviors
- Checks for student understanding when needed
- Gives clear cue to start
- Directions are discreet
- Directions are sequential
- Directions include observable actions the teacher can see and check for.  
*For example, ask for eyes on you and pencils down, as opposed to just asking for attention*
- When appropriate, teacher uses chants, songs, or cheers to increase investment

**Comment:**

### Practicing the Procedure

- Provides adequate time for practice at a neutral time
- Chunks practice into smaller pieces for longer routines
- Provides additional practice to individual students or whole group to address needs or misconceptions
- Engages all students in practice
- Pauses during practice to check for compliance
- Teacher uses a balance of verbal and nonverbal feedback to support students
- Teacher uses a neutral and calm tone to provide feedback and praise

**Comment:**

## Progress Monitoring

- Utilizes a system for monitoring student performance during the routine (such as timer, tracker, clipboard, notes, etc.)
- Carefully scans all student behavior during the routine
- Uses proximity when appropriate
- Positions body so that all students are visible
- Narrates what teacher is noticing
- Uses nonverbal signals to help monitor and/or correct student behavior
- Provides feedback to students on their performance
- Uses monitoring to determine if and when more practice is needed
- Periodically reviews expected student behaviors before, during, and/or after routines
- Identifies and addresses problematic behaviors connected to the routine (based on monitor data)
- Acknowledges students for meeting expectations

**Comment:**

# Teacher Language Reflection Guide

## PURPOSE

This reflection guide will support educators as they reflect on the effectiveness of their teacher language.

## DIRECTIONS:

1. Use a recording device or ask a colleague to take scripted notes of you teaching or maintaining a class procedure.
2. Record your language and student responses in the teacher action/student action note-taking space.
3. Use the reflection questions and the planning space to revise language and plan for the future.

## Observation Information

Start time:

End time:

Targeted Procedure:

Progress-Monitoring Goal for Procedure:

Teacher Actions/Words	Student Actions/Words

## Reflection Questions

1. Did you reach your progress-monitoring goal? If yes, what contributed to that success? If no, why not?
  
2. Did you use a variety of teacher language? If so, which types did you use?
  - Positive narration
  - Proactive redirection
  - Responsive redirection
  - Prompting action
  - Other strategy: \_\_\_\_\_
  
3. Of the above types of language, which were the most successful? With which students?
  
4. Which type or types of language were unsuccessful? With which students? What could you try in the future?
  
5. Are there any key challenges within the procedure or students who need additional support? How can you adjust your language to support?
  
6. Are there opportunities to remove scaffolds and/or use more prompting language? If so, with which students?

## Plan for the Future

Use the space below to revise your language. Select at least one direction, redirection, or piece of feedback you gave a student. Next, use the strategies on the left to help you revise the statement.

Strategy	What You Said	What You Can Say Next Time
<b>Stay Present</b> Tell student the desired behavior and don't focus on the past.		
<b>Assume Students Want to Please</b>		
<b>Keep It Anonymous</b> When possible, avoid calling students out publicly. This maintains student dignity and avoids power struggles.		
<b>Be Curious, Find Out More</b> When time permits, ask students what they need.		
<b>Activate Investment</b> Make it a game or tie it to growth goals or future aspirations.		

## Teacher Language Reflection Guide: Sample

### PURPOSE

This sample reflection guide will support educators as they reflect on the effectiveness of their teacher language.

### DIRECTIONS:

Review this sample reflection guide before completing your own self-reflection.

### Observation Information

Start time: 8:25 a.m.

End time: 8:35 a.m.

Targeted Procedure: *Lining up*

Progress Monitoring Goal for Procedure: *All students line up silently within 60 seconds.*

Teacher Actions/Words	Student Actions/Words
<p>It's time to go to music class. We are going to continue to practice the line-up procedure we learned last week. Remember, we line up silently and quickly so that we have more time for fun and learning and so that we don't disrupt other classrooms.</p> <p>Before we begin, I need all eyes on me.</p> <p>I'm waiting for all eyes. Tommy, head off desk.</p> <p>Remember, I'll be timing us to see if we improve our time and achieve our goal of 60 seconds. Yesterday, we got to 62 seconds. Let's see if we can do it.</p> <p>Ready ... go.</p> <p>Teacher points to table 1.</p> <p>"Johnny stood and pushed in his chair. Angela is walking safely and quickly. Joanne is in the line facing forward."</p> <p>Teacher gives a thumbs-up and points to table 2.</p> <p>"Table 1 is still standing silently in line. Marcus has pushed in his chair. Tyler has joined the line."</p> <p>Teacher gives another thumbs-up and then points to table 3.</p>	<p>Some students are looking at teacher and some students are still shuffling papers, and putting supplies in backpack.</p> <p>Two students continue to look away and one student has head on desk.</p> <p>Tommy rolls eyes.</p> <p>Table 1 silently stands, pushes in chairs, and walks the shortest path to line up at the door.</p> <p>Table 2 silently stands, pushes in chairs, and walks the shortest path to line up at the door.</p>

<p>Teacher walks closer to Tommy but still maintains a distance. "James is in line, Carrie is in line."</p> <p>Teacher gives another thumbs-up and then points to table 4.</p> <p>"Excellent job, everyone. We followed our procedure and lined up in 61 seconds. Let's keep working to see if we can shave off that extra second the next time we line up."</p>	<p>Everyone at table 3 except Tommy stands, pushes in chair, and quickly joins the line. Tommy moves in slow motion to the line.</p> <p>Tommy makes it to the line.</p> <p>Table 1 silently stands, pushes in chairs, and walks the shortest path to line up at the door.</p>
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## Reflection Questions

- 1. Did you reach your progress-monitoring goal? If yes, what contributed to that success? If no, why not?**

Not yet, but we were very close. I had some trouble getting everyone's attention at the start of the procedure. I might rethink my attention-getting procedure and/or have a clearer cue to start. Also, Tommy needs some additional support. I'll check in with him to see what ideas he has for making lining up better.
- 2. Did you use a variety of teacher language? If so, which types did you use?**

  - Positive narration
  - Proactive redirection
  - Responsive redirection
  - Prompting action
  - Other strategy: Nonverbal redirection and prompting
- 3. Of the above types of language, which were the most successful? With which students?**

Positive narration was effective with most students. Also, the nonverbal cues seemed to motivate students while still keeping things moving quickly.
- 4. Which type or types of language were unsuccessful? With which students? What could you try in the future?**

The redirection language I used with Tommy was unsuccessful. First, I'll try to use a strategy that allows Tommy some anonymity. If that doesn't work, I will pull him to the side and ask him what he needs to be more successful.
- 5. Are there any key challenges within the procedure or students who need additional support? How can you adjust your language to support?** I think I need to revisit my attention-getting signal. It took a few reminders to get the class focused.

## Plan for the Future

Use the space below to revise your language. Select at least one direction, redirection, or piece of feedback you gave a student. Next, use the strategies on the left to help you revise the statement.

Strategy	What You Said	What You Can Say Next Time
<b>Stay Present</b> Tell student the desired behavior and don't focus on the past.	"Tommy, head off desk."	"Let's all show we're ready by sitting up and putting eyes on me."
<b>Assume Students Want to Please</b>		
<b>Keep It Anonymous</b> When possible, avoid calling students out publicly. This maintains student dignity and avoids power struggles.	"Tommy, head off desk."	"I need everyone at table 3 with eyes on me."
<b>Be Curious, Find Out More</b> When time permits, ask students what they need.	"Tommy, head off desk."	While the next group lines up, ask... "Tommy, is everything okay?"
<b>Activate Investment</b> Make it a game or tie it to growth goals or future aspirations.		

## Checklist of Asking for Help Procedures

### PURPOSE

This checklist is intended to support schools as they outline procedures to support students as they request help.

### DIRECTIONS:

1. Determine which procedures are needed in your classroom and school setting.
2. With grade-level partners, prioritize which procedures should be taught first and by whom.
3. Add any needed procedures for your particular context to the list.
4. Use the **Teaching Procedures Lesson Template** on p. 17 and **Tips for Teaching Students How to Ask for Help** on p. 12 for planning each procedure.

Procedure	When Will It Be Taught?	Who Will Plan and Teach It?
Requesting the nurse		
Requesting the counselor		
Requesting to call home		
Requesting to speak privately with a teacher		
Requesting missing assignments		
What to do if you or a friend has experienced abuse		
What to do if you or a friend is being bullied		
What to do if you missed breakfast or lunch		
What to do if you are experiencing homelessness.		
What to do if you feel depressed, anxious, or mentally unwell		

# Summary of Understandings

## **Develop classroom rules that are aligned to the schoolwide matrix and incorporate student voice**

- Developmentally grounded schools engage students in the creation and maintenance of the classroom community. In doing so, they support students in healthy habit formation and create the context for effective self-regulation.
- Shared norms and procedures result in a safe, calm and predictable environment that benefits all students, but is especially beneficial to students who have experienced chronic stress.

## **Plan for the teaching of routines and procedures**

- Effective routines and procedures do more than simply save teachers time. They create opportunities to teach social-emotional skills and promote a calm, safe and predictable environment where students can exercise increasing levels of autonomy.

## **Modeling and practicing expectations and procedures**

- Expectations and procedures must be taught with the same planning and care as academic content. Students must be explicitly shown the desired behaviors and must have adequate time to practice and receive ongoing feedback on their performance.

## **Progress monitoring**

- Educators need a way to continuously reflect on the effectiveness of their routines and procedures.
- Educators can use progress monitoring to determine when procedures need to be revised or retaught to better support students' growth. Alternatively, progress monitoring can indicate when students are ready for additional levels of autonomy and challenge.
- At its core, good monitoring is a commitment to noticing and providing targeted feedback on student behavior. It is a continuous process, and should not be abandoned once an expectation or procedure is internalized by students.

## **Teacher language that supports teaching and learning**

- What educators say and how they say it has a profound impact on the way children perceive themselves and the work they are being asked to do.
- Teachers should use language that tells students what to do, while remaining calm and demonstrating a growth mindset.
- Ongoing reflection is needed to continuously improve teacher language

## **Teach acceptable ways to solicit help in the classroom and at school**

- Knowing how to appropriately ask for help can empower students to proactively get their needs met and increase their sense of agency within the classroom and school.
- Student well-being and student behavior will improve when educators are equipped to proactively meet student needs.

## References

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