

**Classroom Structures and Routines
Idea Chart**

Element	Teacher Says/Does	Students Say/Do
<p>1. Tasks of organization *Daily Schedule *Positive Physical Space *Use an attention signal *Beginning and ending routines *Managing student assignments</p>	<p>*Provides a daily schedule. *The schedule has a variety of activities (teacher-directed, seat work, co-op groups) *Independent work and co-op groups follow teacher directed instruction *Special attention has been given to times students are most likely to misbehave. *Arranges classroom as a positive Physical Space *Desk placement allows students to see teacher and board and teacher has visual and physical access to all areas of classroom. *Classroom arrangement decreases disruptions in high traffic areas *Student work is displayed. *Uses an Attention Signal and keeps extraneous verbalization at a minimum *Identifies, teaches and reinforces use of the attention signal. *Uses a system for premature questions *Gives directions clearly and judiciously *Uses effective beginning and ending routines</p>	<p>*Show or state classroom schedule *Sit in their seat without disrupting others *Contributes work to be displayed on bulletin boards *Responds to the quiet signal quickly and consistently *Asks questions at appropriate times. *Follows directions without additional questions. *Greets teacher *Immediately begins sponge activity or assignment upon entering class *Participates in discussions intended to build culture and develops an affinity for other classmates. *Uses taught procedure to access materials they do not have *Uses taught procedure to make up work when returning from an absence.</p>

	<ul style="list-style-type: none"> *Greet students as they enter *Quick activity to promote culture *Has quick sponge activity or assignment for students to begin immediately. *Has a non-disruptive procedure for students who do not have materials *Has a procedure for students returning after an absence *Uses a dismissal procedure that ensures classroom is clean, students have materials and a summary of learning is given. *Managing Student Assignments *Uses procedure for assigning work that ensures student can easily find information about tasks *Uses procedures for collecting work, keeping records and giving them feedback. *Uses procedure for dealing with late or missing assignments. 	
<p>2. Teach organization and procedures</p> <ul style="list-style-type: none"> *Explain *Rehearse *Reinforce 	<ul style="list-style-type: none"> *Explains procedures in concrete terms *Demonstrates procedures step by step if needed *Rehearses procedures by having students practice step by step. *Has students practice procedure until it is routine. *Praises students for correct use of procedures. 	<ul style="list-style-type: none"> *Practices procedures step by step *Uses practices routinely *Accepts praise graciously

<p>3. Classroom Activities and Expectations</p> <ul style="list-style-type: none"> * Teacher Instruction * Small Group Work * Seat Work * Transitions 	<p>*Defines, specifically and in detail, his/her behavioral expectations for each instructional activity.</p> <p>*Expectations include conversation, help, activity, movement and participation for each instructional activity.</p>	<ul style="list-style-type: none"> *States expectations (when asked) for each instructional activity. *Engages in conversation appropriately for each instructional activity. *Requests or refrains from requesting help appropriate to each instructional activity. *Produces the appropriate end product for each instructional activity. *Limits activity as appropriate to each instructional activity. *Participates fully and responsibly in each activity.
<p>4. Teach expectations</p> <p>*Teach expectations with the needed level of structure.</p>	<p>*Teaches expectations using the needed level of structure</p> <p>* Considers whether to use CHAMPS acronym, visual displays, modeling, class practice and verification of class understanding of expectations.</p>	<ul style="list-style-type: none"> *Participates in expectations instruction for each instructional activity. *Uses instructional procedures with minimal prompting.

Cessna/Facilities/2010