

Routines and Procedures Checklist

Use this checklist to ensure that routines and procedures (the WHAT) have been EXPLICITLY taught. Make a procedure card listing the steps of each procedure so students learn the correct steps to every procedure and routine. Make sure steps are observable, measurable and in kid friendly language. Always begin teaching by explaining the WHY for the procedure or routine. Remember to empower students to practice the HOW of each routine and procedure; they need to know what it looks like, sounds like, and feels like. Some of the procedures and routines listed may not apply to your classroom. Use blank boxes for any other routines and procedures not listed that you deem necessary to teach your students.

| Behavioral Routines/Procedures | Working Routines/Procedures | Classroom Supplies Routines/Procedures | Transitional Movement Routines/Procedures |
|--|--|---|--|
| <input type="checkbox"/> Arrival time | <input type="checkbox"/> Working in small groups | <input type="checkbox"/> Handing out supplies | <input type="checkbox"/> Lining up |
| <input type="checkbox"/> Packing up and getting ready for home | <input type="checkbox"/> Working independently | <input type="checkbox"/> Collecting and putting away supplies | <input type="checkbox"/> Walking in line |
| <input type="checkbox"/> Dismissal time | <input type="checkbox"/> Working in partners | <input type="checkbox"/> Proper usage of classroom supplies | <input type="checkbox"/> Fire drill/ Emergencies |
| <input type="checkbox"/> Noise level during different activities | <input type="checkbox"/> Desk organization | <input type="checkbox"/> Using computers/technology | <input type="checkbox"/> Movement between centers/rotations/activities |

Define Your Why...Align Your What...Empower Your How

| | | | |
|--|---|---|---|
| <input type="checkbox"/> Coming to and sitting on the carpet | <input type="checkbox"/> Handing in completed work/homework | <input type="checkbox"/> Classroom library | <input type="checkbox"/> Using the restroom |
| <input type="checkbox"/> Teacher attention signals | <input type="checkbox"/> What to do if you finish early (Must Do, May Do) | <input type="checkbox"/> Sharpening pencils | <input type="checkbox"/> |
| <input type="checkbox"/> Listening position | <input type="checkbox"/> Coming to class prepared | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Circles/Mindfulness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Remember: Explain the WHY, Model the procedure/routine, PRACTICE and RETEACH!