

Goal Setting: Teaching Classroom Routines

Now that you have identified specific classroom routines that you would like to teach your students, set a goal for teaching the routines and determining whether students understand the routines and are able to complete them in a timely manner.

Goal:

I will teach the classroom routine for .

I will be sure to use the following behavior-specific praise statements (e.g., "Thank you for being safe by keeping your hands and feet to yourselves as you move quietly to the carpet.") when students are meeting the behavioral expectation:

1)

2)

3)

Behaviors I expect to see:

Simple Data ^[1] – Actively scan to determine which students met the expectation.

Percent of students who met expectation: %

Did I meet my goal?

Yes

No

If yes, what went well?

If no, what were the challenges?

How will I meet the goal next time?

^[1] Using Simple Data




In general, if you can get 85% or more of students to complete the routine smoothly without wasting time, you have been successful in teaching the expectation. If not, you may want to spend more time reviewing and practicing the routine. There are often a few students who will benefit from additional individualized support in learning and remembering the classroom routines. You may want to provide precorrections (see Using Precorrections) or individual prompts to help these students be successful.

If you met your goal

Give yourself some praise! Keep it up. Be sure to identify other routines you would like to teach. Also, remember to review routines often.

If you did not meet your goal

Reflect on any challenges you had. Determine how to overcome the challenges and give it another try. Meeting with your CCU coach to problem solve can be helpful, as well.

Challenges	Tips from the Field
 <p><i>Students get bored with reviewing routines.</i></p>	<p>Use novel and fun strategies to review expectations for the routines prior to beginning the routine. For example, incorporate the expectations into a song that the students sing.</p>
 <p><i>Some students continue to display the incorrect behavior.</i></p>	<p>Determine the reason students continue to engage in the undesired behavior. Does the student know the expectations?</p> <ul style="list-style-type: none"> • If the student does not know the expectations, reteach the routine to the student. • If the student knows the expectations, consider changing the way students receive reinforcement.
 <p><i>Students forget the routines, especially after time off from school.</i></p>	<p>Be sure to review routines that students struggle with, particularly after time off from school.</p> <p>Also, consider using a reward system for challenging routines to promote students learning the routine.</p> <p>Some example rewards for successful routine execution could be:</p> <ol style="list-style-type: none"> awarding 5 minutes of free talk at the end of the day if fewer than 3 unsuccessful center transitions occurred during the day; or giving a point toward a classroom party if the class exhibited timely and well-behaved transitions to and from the classroom at least 3 times in one day. See also Identifying Reinforcers.