Modeling and Practicing Classroom Routines

VIEWING GUIDE

ORIGINS

DEVELOPMENTAL DESIGNS ®

This viewing guide accompanies the *Modeling and Practicing Classroom Routines* DVD.

Table of Contents

Introduction

The *Developmental Designs* approach uses modeling to create and maintain orderly classroom environments and increase student endorsement of the rules. When students help define classroom protocols, discuss their importance, and practice carrying them out, many classroom issues are headed off before they occur. Participation creates increased investment in the rules and in overall engagement.

This recording shows seven classroom routines taught using modeling or modeling variations. Each modeling structure is accompanied by a brief introduction and labels indicating the steps. The steps are also described in this booklet. The modeling structures demonstrated are:

- Basic Modeling
- Remodeling
- Creating Visual Reminders
- Exploratory Modeling
- Stop-and-Think Modeling

The recording can be used by individual teachers, by teams, or at staff meetings, where educators can establish a school-wide approach to creating and maintaining a cohesive, orderly community. This guide provides structures and suggestions for getting the most out of viewing the DVD together. For additional professional development tools, see the *Developmental Designs* book *Classroom Discipline: Guiding Adolescents to Responsible Independence* and its companion Study Guide.

Payoffs of Modeling

Watching and then practicing a movement or process is clearer and more memorable than merely hearing about it. In the *Developmental Designs* approach, students take an active part in designing classroom routines, and they participate in solving problems. In addition to initial modeling of a routine, re-modeling refreshes and upgrades adherence to expectations, and visual reminders support fidelity to the routines.

Modeling increases engagement in school. When students carefully model and practice school routines, use of

equipment and materials, and how to handle a variety of situations, they grow their self-management skills. These skills help prepare them for responsible fun, social interaction, and independence, which in turn increase engagement.

Do not assume that students know exactly how to follow rules and routines. Head off trouble and to help students become more autonomous by modeling and practicing expectations at the beginning of the year. This way, the class knows what to do and does it most of the time. In this recording, you will see the attention to detail, the demand for self-control, and the participation of students who know that although modeling is nobody's favorite part of school, it makes possible a more fun and enriching school year.

When and Where to Model

Here are some routines it pays to model and practice.

Common Modeling Routines

Responding to the signal for attention

Sharing your work

Entering the classroom

Listening

Raising a hand and waiting to be called upon

Greeting someone

Moving classroom furniture

Sharpening pencils

Moving around the classroom

Using materials and tools safely and well

Taking notes

Asking for help

Getting a bathroom pass or a drink of water

Working independently

Working with a partner or in a group

Reflecting on learning

Acknowledging someone

Leaving the classroom

Hallway behavior

Lunchroom behavior

Basic Modeling Format

1. Ideas from students

   Collect ideas from students regarding previous experience with the procedure, and use their ideas to shape the modeling.

2. Student/teacher demos

   Demonstrate, or have a student demonstrate, the positive behavior (never model negative behavior). If necessary, talk the student through the demonstration step by step.

3. Noticing and questioning

   Ask students what they noticed during the demo. Ask specific questions about the details you know are important.

4. Students practice

   Give several more or all the students a chance to practice.

5. What-ifs

   Discuss problems the students may run into when they do the routine, and model appropriate responses.

Modeling Variations and Additions

Remodeling

Whenever a routine is getting sloppy, remodel it. Remodeling is a quick version of full modeling, and can be done in just five minutes. It reminds everyone of the expectations for the routine, and makes clear that everyone is expected to live up to the protocol. If just one or two students are not following the protocol for a routine, remodeling is not necessary—a redirection, such as taking a break, is more effective.

Visual Reminders

Create a visual record for a modeled and practiced routine. Visual reminders can be:

- Y-charts with indications of how routines should look, sound, and feel
- T-charts with the teacher's job and students' job; or Must-do's and May-do's for routines
- Lists of steps for routines

Exploratory Modeling

1. Modeling

    A student models use of equipment or a material with a teacher talking him through it as necessary.

2. Discussion

    During modeling, the teacher leads a discussion of what students notice about the item or material and the way it is being handled.

3. Exploration

    Students explore the equipment or material independently.

4. Exhibition

    Students share what they noticed, what they tried, and how it worked, and they ask questions.

5. Care

    Teacher shows students where and how the material or equipment will be stored.

Stop-and-Think Modeling

Identify an already modeled routine during which a complication may occur.

1. Review protocol

   Elicit descriptions from students about how the routine should occur.

2. Identify what-ifs

   Identify the aspect(s) of the routine that need to be improved.

3. Stop and think

   Students brainstorm ways to handle the situation.

4. Students try

   Give several or all students a chance to try brainstormed solutions.

Troubleshooting When Routines Slip

Go slow to go fast! Taking the time to carefully model and practice classroom routines will save you and students time and aggravation. When students forget (for example, after long breaks from school) or get sloppy with procedures, immediately getting them back to the modeled protocol preserves order and prevents further erosion. Here are some options for a corrective response.

Individual students

When only one or two students are deviating, quickly redirect them. The redirection may be verbal or non-verbal, and may include having the student take a break for a few minutes. You may also decide to follow up with a quick conference with a student who consistently fails to follow the routine as practiced.

Whole class

If the class as a whole is getting sloppy with a routine, you might simply review the visual reminder for the routine before trying it again. For greater emphasis, you might

9

remodel and practice it again. If there seems to be more general resistance to the routine, you might hold a class meeting to explore the problem, and have students generate ideas to get things back on track. Perhaps it is time to try having students, rather than the teacher, give directions to start the routine.

For a full discussion of these behavior management approaches, see the *Developmental Designs* book *Classroom Discipline: Guiding Adolescents to Responsible Independence.*

Using the Modeling and Practicing Recording for Professional Development

Options for viewing

Watch the whole recording (38 minutes)

Watch the three examples of modeling

- Signal for attention (4 minutes)
- Moving chairs from circle to desks (4 minutes)
- Clean-up (4 minutes)

Watch the four modeling variations and additions

- Remodeling: Moving chairs from desks to circle (3 minutes)
- Creating Visual Reminders: Working independently (6 minutes)
- Exploratory Modeling: Convection tubes in a science class (11 minutes)
- Stop-and-Think Modeling: Asking for help when the teacher is busy (6 minutes)

Watch one modeling practice at a time

Options for note-taking while viewing
- All viewers look for the same information (e.g. format or timing or teacher language).
- Divide into groups, with each group looking for specific information.

Discussion questions

Assign questions before viewing. All staff members may consider the same question(s) or work with different questions in small groups.

General questions:
- How do modeling and practicing help build a sense of community?
- How do the various formats for modeling support good behavior in the classroom?
- How does modeling help meet adolescent needs for relationship, fun, competency, and autonomy?
- What is the teacher's job during modeling?
- What is the students' job during modeling?
- How might modeling save time for learning?

Format-focused questions:

- What is the format for each modeling and modeling variation?

- What are examples of classroom routines and materials for which you might use the formats?

- What social skills are incidentally taught during modeling?

- How does each type of modeling support academic learning?

Format-focused questions are particularly useful when comparing the modeling variations.

After viewing: Small-group discussions

- If all viewers take notes on the same information, create small groups and have each group conduct a round-robin discussion.

- If groups are taking notes on different information, have each group meet briefly to review their notes and prepare to share with others. Then participants form mixed (jigsaw) groups, and each person shares his or her previous group's observations. If time is short, skip the review and begin with the mixed discussion groups.

Modeling Resources

Classroom Discipline: Guiding Adolescents to Responsible Independence details the *Developmental Designs* approach to classroom management, including practical information about building student self-management skills.
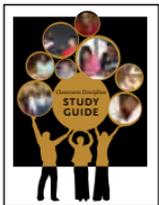
Classroom Discipline Study Guide provides detailed instructions for working with colleagues to implement the practices introduced in *Classroom Discipline*.

www.developmentaldesigns.org features dozens of free articles and teaching resources supporting effective behavior management.

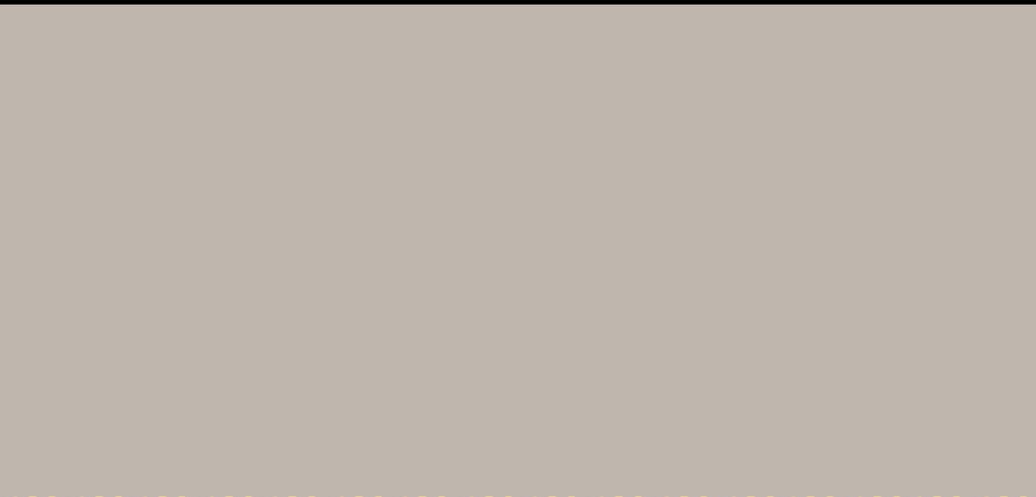To learn more about the *Developmental Designs* approach, contact:

⌘ORIGINS

3805 Grand Avenue South
Minneapolis, MN 55409
612-822-3422 | 800-543-8715 Fax: 612-822-3585
www.developmentaldesigns.org