

# CREATING BEHAVIOR PROCEDURES

“HAPPY, CALM CHILDREN LEARN BEST.”

DANIEL GOLEMAN

# WELCOME MESSAGE

I hope you are having a great day! In this session, we are going to learn about creating behavior procedures so that you and your students can have a great day every day in your classroom. What do you think are the most common mistakes teachers make when it comes to classroom management?

# AGENDA

- Learn about behavior procedures
- Identify why they are important and where they are needed
- Integrate Lifeline language into procedures
- Practice developing some of your own so you know the process to repeat with your students.
- Process for revising procedures
- Assessing students on their use of procedures

# WHAT ARE BEHAVIOR PROCEDURES?

Behavior procedures are instructions identifying how to implement Life Goals and Lifelines in different situations.



# PROCEDURES ARE POSITIVE!

- Personal and social behaviors required to do a task or assignment that is repeated
- Expectations of how things are done.
- Socially agreed upon ways to follow Life Goals



# Procedures

- Expectations for behaviors
- Co-created with those using them
- Positive Statements
- Create positive visual representations
- Example: Listen Actively

# Rules

- Statement that tells you what is or is not allowed
- Created from someone of authority
- Negative Statements
- Create negative visual representations
- Example: No Talking



# PROCEDURES SHOULD BE CO-CREATED



- Creates ownership & buy-in
- Promotes understanding of the importance of procedures
- Taps into the episodic, semantic, and emotional memory

# WHERE PROCEDURES MAY BE NEEDED

- Locations:

- Hallway
- Cafeteria
- Classroom
- Restroom
- Playground
- Learning Club
- Locker Rooms

- Events:

- Fire Drill
- Convocations
- Study trips
- Guest Teacher
- Learning Clubs





# SCHOOL WIDE PROCEDURES

- Adopted by the entire school
- Administration, teachers and staff have a meeting of the minds about behavior that needs to improve.
- Together they visualize and describe the behavior they would like to see.
- Collectively, they write a procedure embedding Lifelines
- All students are taught and given opportunity to practice the procedure.

# CLASSROOM PROCEDURES

- Vary from class to class
- Teachers and students identify a behavior that needs improvement
- Teachers and students work together to create a procedure that will solve the behavior issue
- Like School-wide procedures, Lifelines are embedded and students are given multiple times to practice



# HALLWAY PROCEDURE

Do the Right Thing

- **Do The Right Thing**

1. Use organization by walking on the right side of the hallway.
2. Be responsible by moving quickly and quietly.

- **Treat People Right**

1. Be caring while greeting classmates and teachers.
2. Use patience with everyone.

Treat People Right

# GUEST TEACHER PROCEDURE

- **Do The Right Thing**

1. Use integrity by following classroom procedures.

- **Treat People Right**

1. Be caring and greet our guest with a smile.

2. Use cooperation and flexibility with adults and students.

# ENTERING THE ROOM PROCEDURE

- Greet your friends respectfully.
- Read the welcome procedure and follow the directions willingly.
- Get all materials ready quickly.
- Take your seat quietly before the second bell rings.
- Listen actively.

# How will you create and teach Procedures?

- Community Circle
- Role Play
- Brain Talk
- Catch students following procedures
- PRACTICE, PRACTICE, PRACTICE



# Process

1. Create a list of places where you would like to implement procedures
2. Put stars beside the ones you will use at the start of the year
3. Write procedures embedding Life Goals
4. Align the procedure with a Lifeline / Rewrite
5. Determine where to post procedures (be strategic)
6. Practice and Teach (Literacy Links)
7. Revise when necessary
8. Assess students

# ASSESS BEHAVIOR PROCEDURES

- Behavior Self Assessment
- My level of respect when the guest teacher was here
- Low 0 1 2 3 4 5 6 7 8 9 10 high
- Write a two sentence rationale to explain your answer
- One thing I noticed that was respectful was. . . .
- One thing I can do next time to increase my level of respect. . . . .



# ASSESS BEHAVIOR PROCEDURES

## Hallway Procedure Self Assessment

(5=always 0=Never)

1. I use organization by walking on the right side of the hallway 5 4 3 2 1
2. I am responsible my moving quickly and quietly 5 4 3 2 1
3. I am caring while greeting classmates and teachers 5 4 3 2 1
4. I use patience with everyone 5 4 3 2 1

# ASSESS BEHAVIOR PROCEDURES

## Hallway Procedure Rating Sheet

The checked statements were true this week

- 1. Students walked on the correct side of the hallway.
- 2. Students moved quickly and quietly.
- 3. Students were caring when greeting others.
- 4. Students demonstrated patience.