

## Saved by the Structure

### Part 3

*Recall:*

Structure – the organization of teacher/student materials, the careful placement of teacher/students, and the establishment of routines in order to maximize success in the classroom

Maximize – to make as large or great as \_\_\_\_\_; to make the best use of

(i.e., to make the best use of teacher/student **materials**, to make the best use of teacher/student **placement**, to make the best use of time spent in **routines**)

e.g., 4-ways vs roundabouts

#### I. The “Why” of Routines

Routine – the \_\_\_\_\_ way in which a procedure (i.e., set of steps) is completed

*Consider...*

\_\_\_\_\_ min vs \_\_\_\_\_ min in the restrooms

Q: How much instructional time was gained each...

- day:

- week:

- month:

- year:

*From Research:*

Teachers who strive to maximize instructional time determine the most \_\_\_\_\_ way to conduct common classroom tasks and turn them into \_\_\_\_\_.

This is also one of the easiest ways to manage \_\_\_\_\_, create feelings of \_\_\_\_\_ and predictability for students, and reduce teacher/student \_\_\_\_\_.

(Bohn et al., 2004; Mace et al., 1998; Sprick et al., 2009; Stronge et al., 2004; Wannarka, 2015)

## II. The “How” of Routines

### **Routine 1...Bathroom Breaks**

*Problem:* Kids keep asking to use the bathroom during recess

*Not...* The answer is no – it’s up to you to go before school and after lunch

The answer is yes – show me the signal and I’ll give you a thumbs up or down

*But...* How can I make this routine as logical as possible?

*The Steps...*

- 1 – Take the entire class \_\_\_\_\_ recess/prep
- 2 – Require that \_\_\_\_\_ stop
- 3 – Excuse kids who \_\_\_\_\_ to go  
→ \_\_\_\_\_ the bathroom expectations first
- 4 – Walk out when \_\_\_\_\_ are done

### **Routine 2...Drinks**

*Problem:* The drinking fountain after recess is taking FOREVER!

*Not...* I’ll count “1 banana, 2 banana, 3 banana, SPLIT!

→ Downtime = \_\_\_\_\_

*But...* How can I make this routine as quick as possible?

*The Steps...*

- 1 – Obtain water \_\_\_\_\_ (parent- or teacher-provided)
- 2 – Require filling \_\_\_\_\_ school
- 3 – Place in \_\_\_\_\_ area
- 4 – Take drinks \_\_\_\_\_ during designated breaks
- 5 – Replace/wash \_\_\_\_\_

### **Routine 3...Morning Routine**

*Problem:* The morning routine isn't actually a routine

*Not...* I just need to copy more worksheets

*But...* How can I make this routine as smooth as possible?

*The Steps...*

- 1 – \_\_\_\_\_ a list of “morning jobs”
- 2 – Set up \_\_\_\_\_/tasks until the bell
- 3 – Give a \_\_\_\_\_-min warning
- 4 – Create an if-then contingency for \_\_\_\_\_

Q: What do all these “morning jobs” signs have in common?

A: They are...

- posted near \_\_\_\_\_
- printed *and* \_\_\_\_\_
- displayed in \_\_\_\_\_ of tasks

(Did you notice that **attendance / lunch count** was built in each time? That's...

### **Routine 4)**

*At the bell...*

Sing-song (or not): “One more minute!”

→ This is when teacher enters attendance/lunch count.

*After 1 minute...*

“Time to clean up; sit ready at seat.”

→ *State contingency:* “If this person is sitting ready at their seat \_\_\_\_\_ all their morning jobs are done, my pledge person is...”

Q: When do you train the kids on all this?

A: The afternoon \_\_\_\_\_ !

## **Routine 5...Paper Passing**

*Problem:* It takes forever (30s +) to pass out papers

*Not...* Let me pass out each page individually

Let me get a student helper or two!

Q: What problems may arise when students help pass out papers?

A:    - increased \_\_\_\_\_  
       - increased \_\_\_\_\_ time  
       - loss of \_\_\_\_\_ time

*But...* How can I make this routine as efficient as possible?

*The Steps...*

- 1 – Make papers \_\_\_\_\_ to access
- 2 – Use a “\_\_\_\_\_” paper passing routine

My favorite...

- teacher sets stacks
- kids pass down
- no matter when!

*Quick Tip:* Don't forget to \_\_\_\_\_ the students!

And for tables...

- teacher sets stacks
- kids pass down
- Opt: sing a song; add a chant

*Rule of Thumb...*

If it happens every day, it needs to be a logical, quick, smooth, \_\_\_\_\_ routine.

→ This is what makes \_\_\_\_\_ possible.

Q: What did you like or learn about maximizing structure of routines?

A: