Chapter 1: Introduction

Transcript:

For additional information on procedures, see the other modules in this series: “Identifying Necessary Procedures” and “Designing Effective Procedures”

Procedures are important. However, it’s not enough to have procedures.

In order for procedures to become routines that help the classroom run more efficiently, teachers need to know how to teach them.
Chapter 2: Relevance

Transcript:

Imagine a basketball team. The coach does many things for the team.
He clarifies the rationale for techniques, he explains and shows the team specific plays, and then they break off and practice. The coach lets his team know when they don’t get a play right.
Then what do they do? They go back, practice again, and the coach provides reinforcement.

Chapter 3: Principles
Transcript:

Let’s take a look at a few principles for how to effectively teach procedures to students. Research says to “create, model, then practice” (Shindler, 2010) or “explain, rehearse, and reinforce” (Wong and Wong, 2007) procedures. These are excellent guidelines for how to teach procedures, but there is no resource provided for preparing an actual plan to teach the procedure.

Transcript:

Before teaching a procedure, you do a task analysis to identify the steps that students need to follow. Once this is done, you are ready to create a plan for teaching the procedure. The following principles should guide the teaching of a procedure:

First, provide the rationale for why the procedure is needed. This will justify the purpose and benefits of the procedure to students. Consider asking students why they think a particular procedure is necessary.

Next, explain the steps of the procedure. Consider having a visual that will eventually be posted for students to use as a reference.

The next principle is to practice. In fact, a large portion of the actual plan is spent here.

1. We will plan multiple opportunities for students to practice the procedure while receiving feedback. Think of the coach drilling his team on the different plays for the game until they get it right.

Finally, we will think through how to reinforce the procedure.
Let’s take a moment to reflect on our own experience. Keeping these 4 principles in mind, think back to a procedure that you have taught to students. Which principles did you apply? If you had it to do over again, how might you teach the procedure differently?

Chapter 4: Reinforcement

Transcript:

Now we’re going to spend some time looking at how to appropriately reinforce procedures. Keep in mind that when teaching a procedure, the ultimate goal is for the procedure to become a routine or habit for students. The way that the procedure is reinforced plays an important role. When a procedure is new to students, reinforcement should be centered around expectations being met. This feedback should be specific. So instead of a generic “Good job!” when students line up for lunch correctly, try: “That was our best line up for lunch yet because everyone did it quickly, quietly, and you are all in the correct order. Well done everyone!” Specific reinforcement will acknowledge what students did correctly and therefore which expectations were met.
Transcript:

For older students, John Shindler (2010) uses the statement “Show it to get it”, meaning, show responsibility to get opportunities.

Through having older students practice and uphold procedural expectations, they demonstrate responsibility and can earn choices.

For example, consider a high school science class.

Students will be allowed to begin their first formal lab only if they have successfully completed a “mini-lab” the day before.

The prerequisite mini-lab will allow students to demonstrate an understanding of lab equipment procedures.

These are just a few ideas on how to make reinforcement engaging.

As time progresses, some students may “forget” how to do the procedure.

If you see this happen, simply *practice* and then *reinforce*. 
Chapter 5: Disclaimer and Pitfalls

Disclaimer

Transcript:

Regardless of grade level, there will sometimes be students who do not follow a procedure. Generally, there are two reasons that this might happen.

1. A student simply forgets. When this happens, use it as a teachable moment to practice how the procedure should work.

2. If there are clear expectations for a procedure and there is a single student or a few students who choose not to follow them, that is a separate issue.

When this occurs, refer to your classroom management plan or instructional leaders for support.
**Procedure Pitfalls**

Transcript:

Let’s examine some common pitfalls associated with teaching procedures.

One common mistake is assuming that students will just know how to do the procedure without practicing and getting feedback.

A teacher might think: “I teach 11th grade. Kids know how to sharpen their pencils by now, right?” Not necessarily - who knows how this procedure was handled the year before?

It’s your responsibility to teach students how you would like this procedure to work in your classroom.

Part of Mr. Stanley’s error was that he assumed students would just know how to sharpen their pencil and use the poster, when in fact, they didn’t.

Another common mistake is failing to follow through on the procedure after it has been taught.

That is, holding students accountable for performing the procedure and upholding all expectations associated with it.

Consider what happens if a teacher does not require all students to perform the procedure every time.

Inconsistency sends the message that the procedure is optional, and undermines its value.
Chapter 6: Conclusion

Transcript:

Teaching procedures is not as difficult as it may seem. Think back to our basketball coach. By clarifying, explaining, practicing and reinforcing the plays, the team will win more games. In the classroom, clarifying, explaining, practicing, and reinforcing procedures will allow you to spend more time teaching.