

Project Prepare

Task Analysis: Classroom Procedures and Routines

1	<p>Determine classroom procedures and routines to target</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin with 1-2 procedures/routines <input type="checkbox"/> Think about procedures and routines to support students with disabilities, executive function deficits, anxiety, trauma, challenging behavior <input type="checkbox"/> Collaborate with your building team
2	<p>Create a task analysis of each procedure/routine</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observe and identify the target skill <input type="checkbox"/> Consider prerequisite skills needed <input type="checkbox"/> Break the skill into parts <input type="checkbox"/> Follow the steps to confirm that the skill is completely broken down <input type="checkbox"/> Post student friendly version in the classroom <input type="checkbox"/> Teach the routine using proven methods <input type="checkbox"/> Implement and collect data
3	<p>Determine additional supports needed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explicit instruction using a chaining procedure <input type="checkbox"/> Prompts and/or scaffolds <input type="checkbox"/> Consider the prompt level that students need to be successful with the task <ul style="list-style-type: none"> <input type="checkbox"/> what supports would benefit all learners, start there <input type="checkbox"/> partial physical, verbal, model, gesture, visual supports <input type="checkbox"/> More explicit instruction using most-to-least or least-to-most strategy <input type="checkbox"/> Post prompts and reminders for adult staff
4	<p>Make a plan for reinforcing student(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine reinforcement prior to teaching <input type="checkbox"/> Will you use whole-class or individual reinforcement for this procedure/routine? <input type="checkbox"/> If teaching a procedure/routine directly to a student, consider reinforcing when each step is completed <input type="checkbox"/> For especially challenging tasks, consider using a token board or token economy
5	<p>Customize data sheet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the data sheet you will use to track progress <input type="checkbox"/> Set the mastery criteria <input type="checkbox"/> Determine the frequency of data collection and person(s) responsible <input type="checkbox"/> Review the data and reflect on student progress <input type="checkbox"/> Based on data, monitor and adjust strategies or interventions where needed <input type="checkbox"/> Seek support from your building team

Project Prepare

6	<p>Monitor progress</p> <ul style="list-style-type: none"> <input type="checkbox"/> FADE PROMPTS asap <input type="checkbox"/> Reflect and make adjustments as needed <input type="checkbox"/> Ask another staff member to observe you running the routine with students and give feedback <input type="checkbox"/> Practicing routines are great, but students will just be practicing mistakes unless the teacher provides explicit instruction
---	--

TESS Alignments	High Leverage Practices
<p><u>Domain 1: Planning and Preparation</u></p> <p>1b: Demonstrating knowledge of students</p> <p>1e: Designing coherent instruction</p> <p><u>Domain 2: Classroom Environment</u></p> <p>2b: Establishing a culture for learning</p> <p>2c: Managing classroom procedures</p> <p><u>Domain 3: Instruction</u></p> <p>3a: Communicating with students</p>	<p><u>Social/Emotional/Behavioral</u></p> <p>HLP 7 - Establish a consistent, organized, and respectful learning environment.</p> <p>HLP 8 - Provide positive & constructive feedback to guide students' learning and behavior.</p> <p><u>Instruction</u></p> <p>HLP 15 - Provide scaffolded supports by selecting powerful visual, verbal and written supports; carefully calibrated to student performance and understanding in relation to learning tasks; evaluate their effectiveness and gradually remove them once they are no longer needed.</p> <p>HLP 16 - Use explicit instruction.</p>