

Steps for Teaching New Routines and Procedures

1 The Objective and the Why	Establishing a purpose, the goal(s) & a sense of importance	"When we are in the hallway at our lockers, our school community is in their classrooms and offices working hard to concentrate. We can help them by making sure we don't distract them while we get our things."
2 Adult Model	Adult models each small step of the most desirable behaviors slowly & non-verbally.	"When we <u>go to our lockers</u> , (pause) it will look like this. (pause & whisper) Watch."
3 Reflect	Have a discussion/sharing with the students about the critical attributes of the routine. Record student responses on a chart.	"What did you notice that would help our peers be able to keep learning?" "What did you see?" "What did you hear?"
4 Optional: Least Recommended	Model common least recommended behavior and discuss the impact on the "Why"	"What if we <u>slammed our locker</u> like this? How would that make it harder for our school community to do their work?"
5 Student Model	Have a student model the recommended way.	"Who can show us how to <u>use our locker</u> in a way that helps our school community do their work?"
6 Set up guided practice	Refer to the visual anchor chart and ask for clarifying questions.	"We are about to try this. Does anyone have any questions?"
7 Guided Practice ✓/or Independent Practice with Assessment	Release students for practice/application while supporting them. Silently Selecting students can support focus on the routine. The "On Ramp" strategy might also be used for the transition. Observe for opportunities for re-teaching and clarification.	"When I point to you, show us how it's done."
8 Feedback ✓ Closure	Give specific feedback to individuals and the group about their efforts. Make specific connections to the Why.	"You closed that locker so slowly that it could barely be heard. That will really help keeping people focused on their work."



“Dismantling Racism: A systems change intervention designed to change the underlying infrastructure within an institution to be more fair, just, and equitable.”
- Derrek M. Griffith

Use the following questions to examine the system’s intended and unintended impact:

- What might be misunderstood about this system/policy/procedure?
- How could this system/policy/procedure harm people, especially those who are from groups that are historically marginalized and misunderstood (Black, Indigenous and People of Color, LGBTQIA+)?
- What might be unintended consequences of this system/policy/procedure?
- How might bias impact the implementation of this system/policy/procedure?
- In what ways might this system/policy/procedure sustain inequity?
- In what ways might this system/policy/procedure normalize inequity or center certain groups?
- Are there certain groups of people who might have advantages or disadvantages when implementing this system/policy/procedure?
- Who’s norms, values and perspectives does this system/policy/procedure center?
- Are there certain groups who might be overrepresented, underrepresented, or misrepresented in this system/policy/procedure?
- Do all the people who need access to the system/policy/procedure have access to the information?