
Michigan's Multi-Tiered System of Supports Technical Assistance Center
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Situations Requiring a Classroom Routine or Procedure

Examine the following list and check those situations that are relevant to your current or future teaching situation.

Type of Situation	Check
Movement:	
Into classroom	
Out of classroom	
Transition to a new activity	
To another area in the school	
Use of:	
Bathroom	
Drinking fountain	
Pencil sharpener	
Lockers	
Reces equipment	
Computers	
Specialized equipment (e.g., microscopes, Bunsen burners, tape recorders)	
Materials/assignments:	
Bringing materials to class	
Using binder or folder	
Having no paper	
Having no pencil/pen	
Distributing materials	
Communicating assignments	

Determining assignments after being absent or not in class	
Correcting work in class by using keys	
Correcting work with teacher	
Turning in work	
Returning corrected work	
Determining grades	
Late work	
Cues for:	
Attention	
Stop!	
Different voice levels:	
• Silence	
• Quiet voice (only heard by partners or teammates)	
• Discussion voice (easily heard by all classmates)	
• Presentation voice (heard in all corners of the room)	
• Outside voice (okay only at recess)	
Gaining assistance:	
During a lesson	
During independent work when the teacher is available	
During independent work when the teacher is working with a small group	
During cooperative team activities	
During computer time	
How to act:	
During whole-group instruction	
During small group instruction	
During rug activities	
During independent seatwork	
During time at stations	
During “specials” such as music, library, or PE	

During silent sustained reading	
At the beginning of the period	
At the end of the period	
When a visitor comes to class	
When the principal observes	
When a guest teacher is in class	
What to do when:	
You are tardy	
You have been absent	
You need additional tutoring or help	
You don't understand class material	
You are feeling ill	
You don't have lunch or lunch money	
It's snack time	
It's passing period/ transition between classes	
There is a rainy-day recess	
There is a fire, earthquake, or hurricane drill	
There is a school lockdown	
There is an assembly	

Reference:

Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.

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