

## Implementation Procedures

### Routines

A routine is simply a set of sequential behaviors students (or teachers) can follow independently. Routines maximize structure and predictability in the classroom, reduce time spent on transition activities, and encourage students to self-manage their behavior. It is beneficial to establish routines for transitions and frequently occurring activities (see examples below). Steps of the routine should be operationally defined action statements telling students what to DO. Limit routines to no more than 4 or 5 steps to prevent confusion.

Students learn classroom routines through explicit teacher instruction and opportunities for practice. Teachers should reinforce students for following routines by acknowledging when students successfully follow the routine and provide corrective feedback when students make errors in following the routine. Visual aids (e.g., posters) and/or signals (e.g., key phrase, bell) may help remind students when a routine should be followed.

#### *Example Routines*

Agenda/To Do/ Today's Work  
Entering the Classroom  
Assignment Tracking

#### Materials

Routines Teacher Handout  
Routines Worksheet  
Initial Training Form (ITF)  
Routines Treatment Integrity Form

#### Procedures

1. Provide teacher with the Routines Teacher Handout
2. Using the Routines Worksheet, assist the teacher in designing all effective routines that are needed and are a contextual fit to the classroom. If more than one routine is needed, prioritize order of implementation.
3. Help teacher develop a lesson to teach the routine to students.
4. Remind teacher to use praise statements when students follow the routine and corrective feedback when students make errors in following the routine.
5. Encourage teacher to use a visual aid or a signal to cue students when to use the routine.
6. Determine date to teach routine to the class and plan to observe the initial lesson. Record date on

ITF form.

7. Collect treatment integrity data according to procedures and provide booster sessions when indicated (i.e., if third integrity is below desired level).

### Routines Worksheet

What are the problem tasks or transitions?
1.
2.
3.
4.

**List all routines you will implement. Prioritize where intervention is needed most starting with #1:**

- 1.
- 2.
- 3.
- 4.

*If you are assisting a teacher to implement interventions, use the following questions to guide your discussion with the teacher when developing routine(s). Prioritize where interventions are most needed and start with the routine that is the highest priority. Use multiple worksheets if more routines are necessary. Leave a photocopy of your notes on this worksheet to help the teacher plan an introduction of the routines to the class.*

#### **Routine #1**

What desired behaviors will replace problematic behaviors? What should the students DO? Outline the steps to the routine below. Make sure each step is operationally defined so your expectations are clear and consider any errors students are likely to make on these routines.	
1.	
2.	
3.	
4.	
5.	
How will you teach this routine to students?	
What visual aid or signal will you use to help cue students when to use the routine?	
What date will you teach the routine to students?	

**SAMPLE WORKSHEET**

What are the problem tasks or transitions?

1. *Students enter class late and create disruption in instruction by banging on the door. Students often interrupt other students or the teacher to find out what they should be doing.*

2.

3.

4.

**List all routines. Prioritize where intervention is most needed starting with #1:**

1. *Entering class appropriately*

2.

3.

4.

*If you are assisting a teacher implementing the interventions, use the following questions to guide your discussion with the teacher when developing routine(s). Prioritize where interventions are most needed and start with the routine that is the highest priority. Use multiple worksheets if more routines are necessary. Leave a photocopy of your notes on this worksheet to help the teacher plan an introduction of the routines to the class.*

**Routine #1**

<p>What desired behaviors will replace problematic behaviors? What should the students DO? Outline the steps to the routine below. Make sure each step is operationally defined so your expectations are clear and consider any errors students are likely to make on these routines..</p>	
<p>1. <i>Knock Appropriately</i></p>	<p><i>Knock softly on the door no more than three times.</i></p>
<p>2. <i>Enter Quietly</i></p>	<p><i>Students' voices and bodies are silent when they enter the room.</i></p>
<p>3. <i>Get Folder</i></p>	<p><i>Find your work folder in the bin on the front table.</i></p>
<p>4. <i>Read the Agenda</i></p>	<p><i>Check the day's agenda. Raise your hand if you need help.</i></p>
<p>5. <i>Start Working</i></p>	<p><i>Focus your attention on the work scheduled for the day.</i></p>
<p>How will you teach this routine to students?</p>	
<p><i>I will spend 15 minutes describing the routine and why it is important. We will also role play examples and non-examples by having student volunteers demonstrate each step.</i></p>	
<p>What visual aid or signal will you use to help cue students when to use the routine?</p>	
<p><i>Students will make a poster to hang in the room by the door.</i></p>	
<p>What date will you teach the routine to students?</p>	
<p><i>Monday October 15</i></p>	

## Teacher Handout

### Routines

A routine is simply a set of sequential behaviors students (or teachers) can follow independently. Routines maximize structure and predictability in the classroom, reduce time spent on transition activities, and encourage students to self-manage their behavior. It is beneficial to establish routines for transitions and frequently occurring activities (see examples below). Steps of the routine should be operationally defined action statements telling students what to DO. Limit routines to no more than 4 or 5 steps to prevent confusion.

Students learn classroom routines through explicit teacher instruction and opportunities for practice. Teachers should reinforce students for following routines by acknowledging when students successfully follow the routine and provide corrective feedback when students make errors in following the routine. Visual aids (e.g., posters) and/or signals (e.g., key phrase, bell) may help remind students when a routine should be followed.

#### Materials

Use the Routines Worksheet to define the steps of the routine.

#### Helpful Tips

- It is critical that routines are taught to students with opportunities for practice. You can have a lot of fun with students by acting out examples and non-examples. Always end role playing with examples of the behaviors you wish to see. Consider having students make a poster of the routine steps.
- Reinforcement for using the routine correctly will increase the likelihood students will repeat the behavior. Give praise statements, high-fives, or private positive feedback when students follow the routine.
- Provide corrective feedback when students miss steps or forget to follow the routine. This is best done in a quiet voice to prevent student embarrassment and escalation. Check in with students to troubleshoot frequently missed steps. More clarification or practice may be necessary.
- Routines are the key to an organized and well-managed classroom. Use the routines you establish consistently. Students will become confused if you do not support the routine (e.g., folders are not in the bin where students were instructed to look).

<b>Example Routines</b>
<b>Agenda/ To- Do/ Today's Work Routine</b>
The Agenda routine is a teacher routine that informs students what will occur during the class and reduces student confusion (“What page are we supposed to be on?”). Teach students that the Agenda (or To Do list or Today’s Work list) will be posted in the same place each day and will list important information such as assignments, page numbers, and homework. Limit the Agenda to no more than 4 or 5 items so work appears manageable. No one likes long To Do lists! The Agenda routine can also help the teacher to stay on track and complete lesson objectives or collect progress monitoring data (e.g., student behavior points). It may be motivating to students to write the Agenda on the board for you or to check off each item on the Agenda as it is completed.
<b>Entering the Classroom</b>
Valuable instructional time can be lost due to inefficient transition to the classroom. Instead of having to repeat directions as students are entering the class or for latecomers, establish a routine for what students should do when they enter the classroom. Steps could include how to knock at the door, where to find lesson materials, where to sit, and when to begin working. A sample routine in a high school classroom may be: <i>Knock Appropriately- Quietly knock on the door no more than three times.</i> <i>Enter Quietly- Voices and bodies are quiet when entering class.</i> <i>Go to Your Assigned Seat- Walk to your seat and sit down quietly.</i> <i>Begin Work- Focus on the day’s lesson or assignment. Ask for help if necessary by raising your hand.</i>
<b>Turning In Assignments</b>
Teach students how and where to turn in their assignments. The routine could look like: <i>Be sure your name is on your assignment.</i> <i>Place assignment in designated location.</i> <i>Return to your seat.</i>
<b>Assignment Tracking</b>
Learning to get in the habit of managing assignments is an important skill for students. Consider establishing a routine at a consistent point in your lesson for students to take out their planners and record homework or upcoming tests. See the Student Planner/Missing Assignment Tracking Intervention for sample tracking forms and procedures to help students complete the work necessary for their grade.

## Routines: Implementation Integrity Check

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Observer: \_\_\_\_\_

Write or type the name of each routine and each step of the routine prior to observation (see example).

Circle **Yes** if the student completed the step accurately **or** if the teacher provided corrective feedback to student when student did not complete step accurately.

Circle **No** if the student did not complete the step accurately **and** the teacher did not provide corrective feedback.

If the routine occurs more than once during the observation, record each occurrence up to four occurrences (for example, three occurrences are shown below). If the routine is not observed because there was no opportunity (e.g., no late arrivals, no homework due), then write "Not Observed" in the percentage column.

Add the number of Ys circled and divide by total number of Ys and Ns for all observed steps for each routine. Average the percentage of all routines for total routine integrity.

Routine: <i>Late Arrival</i>	Observed 1		Observed 2		Observed 3		Observed 4		
1. <i>Knock appropriately</i>	Ⓚ	N	Ⓚ	N	Ⓚ	N	Y	N	9/12= 75%
2. <i>Gather book and materials.</i>	Y	Ⓝ	Ⓚ	N	Ⓚ	N	Y	N	
3. <i>Go to your seat quietly.</i>	Ⓚ	N	Ⓚ	N	Y	Ⓝ	Y	N	
4. <i>Begin work.</i>	Ⓚ	N	Ⓚ	N	Y	Ⓝ	Y	N	

Routine:	Observed 1		Observed 2		Observed 3		Observed 4		
1.	Y	N	Y	N	Y	N	Y	N	%
2.	Y	N	Y	N	Y	N	Y	N	
3.	Y	N	Y	N	Y	N	Y	N	
4.	Y	N	Y	N	Y	N	Y	N	
Routine:	Observed 1		Observed 2		Observed 3		Observed 4		

1.	Y	N	Y	N	Y	N	Y	N	
2.	Y	N	Y	N	Y	N	Y	N	
3.	Y	N	Y	N	Y	N	Y	N	
4.	Y	N	Y	N	Y	N	Y	N	
Routine:	Observed 1		Observed 2		Observed 3		Observed 4		
1.	Y	N	Y	N	Y	N	Y	N	
2.	Y	N	Y	N	Y	N	Y	N	
3.	Y	N	Y	N	Y	N	Y	N	
4.	Y	N	Y	N	Y	N	Y	N	

Total Routine Integrity:  
 \_\_\_\_\_%