



**PBSIS**

Helping Schools Build Systems of Support

# Planning and Using Routines

**RUTGERS**

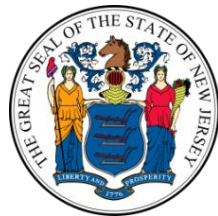
Robert Wood Johnson  
Medical School

**THE BOGGS CENTER**  
ON DEVELOPMENTAL DISABILITIES

*In Partnership with the*

**Office of Special Education**

**New Jersey Department of Education**



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# Benefits of Routines

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- Habits and routines help us to sustain change over time (e.g., Arlinghaus, & Johnston, 2019)
- Time management routines are related to fewer attentional problems (e.g., Weil Malatrasa, Israela, Sokolowski & Ryan, 2016)
- Routines are an anchor for developing social and emotional wellness (Hemmeter & Ostrosky, 2006)



Operationalize the Routine

Teach the Routine's Procedures

Use Instructional Scaffolds to  
Help Students Follow the  
Routine

Preserve Dignity When  
Responding to Unwanted  
Behavior

Data-Driven Decision-Making

Sustainable Implementation  
Systems That Support



# Examples of Routines

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- Arrival to and dismissal from the area
- Asking for help
- Materials and technology
- Asking to use the lavatory
- Sharpening pencil
- Taking a break
- Becoming quiet and attending to teacher



# Planning and Using Routines

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- Operationally define the routine's steps and procedures
- Teach and Model the routine
- Post a visual reminder of the routine
- Use a precorrection before the routine starts
- Reinforce effort to meet routine expectations



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# Operationally Define the Routine's Steps and Procedures



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Task Analysis:  
Systematically  
Breaking a  
Routine into  
Discrete Single-  
Action Steps



# Operationally Define the Routine's Steps and Procedures

1. State in the  
affirmative

2. Use Action-oriented  
Language

3. State plainly





# Examples and Non Examples

| Example                      | Non Example             |
|------------------------------|-------------------------|
| Visit only approved websites | Don't surf the internet |

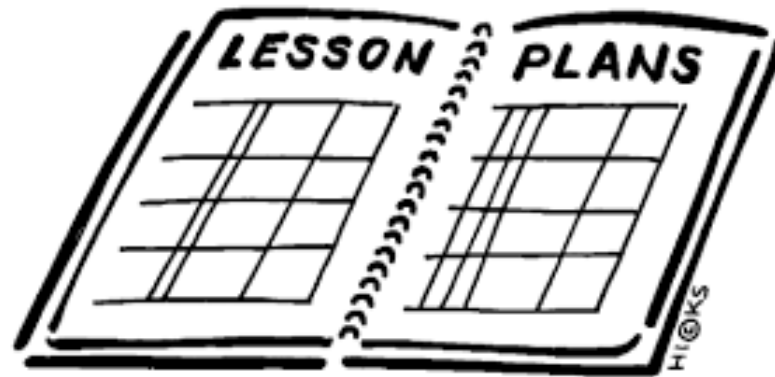


# Examples and Non-Examples

| Example                  | Non-Example    |
|--------------------------|----------------|
| Raise hand to contribute | Don't call out |



# Deliver Instruction to Teach the Routine



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- TELL: Describe and explain the steps of the routine providing examples and non examples
- SHOW: Model the steps of the routine
- DO: Provide practice and application opportunities
- REVIEW: Answer questions, recap walk away points
- ASSESS: Assess that the learning objective has been met



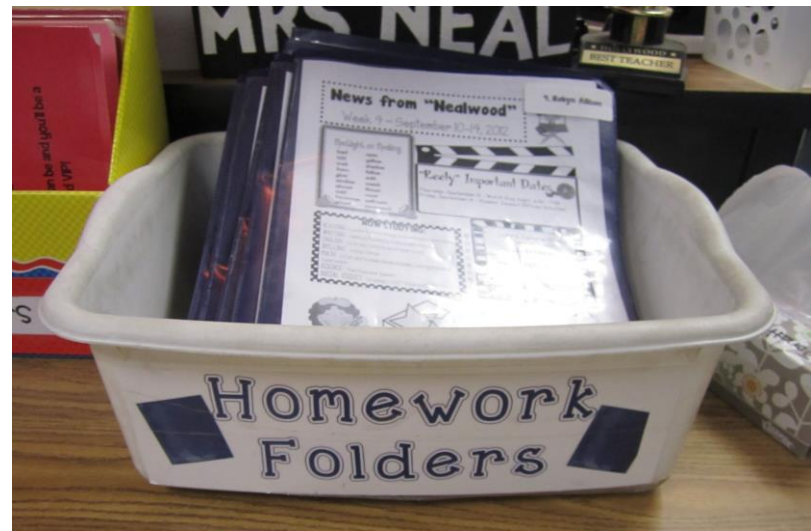
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# Post Visual Reminders of Key Routine Steps or Procedures



# Visual Anchors

- Cues and prompts embedded in the environment to help students remember expectations and routines



# Examples of Using Visual Anchors

- Silent or auditory signals
- Signs or poster
- Symbols or info graphics
- Color-coding
- Directional signs
- Pictures and labels



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# Pre-Correct the Routine's Procedures Before Beginning





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- A review of the routine's steps before students begin



*“As we move to centers our mouths are quiet and our feet are walking. Watch me....”*



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# Provide Behavior Specific Feedback for Following the Routine



# Behavior Specific Feedback

- An explicit statement or reflective prompt that describes the specific actions, skills or habits that the student demonstrated achieving or put effort toward achieving



# Behavior Specific Growth Fostering Reflections

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- Descriptive statements or questions that reinforce student actions through reflection prompts and discussion about a specific skill or habit:



# Behavior Specific Growth Fostering Reflections

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- *I noticed that that you helped Mikala pick up her things when they fell. What prompted you to help her? How did helping her make you feel?*
- *What did you do that helped you to achieve an A on this assignment? What was it about using that strategy that helped you?'*



# Behavior Specific Praise (BSP)

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- Short, descriptive statements that reinforce a specific action:
  - *“Thank you for entering quietly”*
  - *“I appreciate your getting started with your work”*
  - *“I notice that you have all of your materials out and ready”*



# Learn More

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- [Six Opening and Closing Routines \(Alber, 2016 Edutopia\)](#)
- [Guiding Older Students to Enter and Exit Quietly \(Furhman, 2021 Edutopia\)](#)
- [Ask 3 Before Me \(Edutopia\)](#)



# Main Ideas

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- Routines anchor class and area management by creating a structure for the steps and procedures need on a regular basis
- Routines contribute to
  - Improvement time manage
  - The development of social and emotional wellness
  - Student sense of self-efficacy





# Put Into Practice

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- Identify routines students have difficulty meeting your expectations
- Operationalize the expectation to better illustrate what you want students are to do during this routine
- Deliver instruction to teach the routine's procedures



# Put Into Practice

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- Use visual anchors to help cue students
- Deliver behavior specific feedback to reinforce effort and accomplishment



# References

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- Arlinghaus, K.R. and Johnston, C.A. (2019). The importance of creating habits and routines. *American Journal of Lifestyle Medicine*, 13, 142-144.
- Hemmeter, M.L., Ostrosky, M., and Fox, L. (2006). Social and emotional foundations for early learning: A conceptual model for intervention. *School Psychology Review* 35(4), 583–601.



# References

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- Lester, R. R., Allanson, P. B., & Notar, C. E. (2017). Routines are the foundation of classroom management. *Education, 137(4)*, 398+.
- Weil Malatras, J., Israel, A.C., Sokolowski, K.L., Ryan, J. (2016). First things first: Family activities and routines, time management and attention. *Journal of Applied Developmental Psychology, 47*, 23-29.

