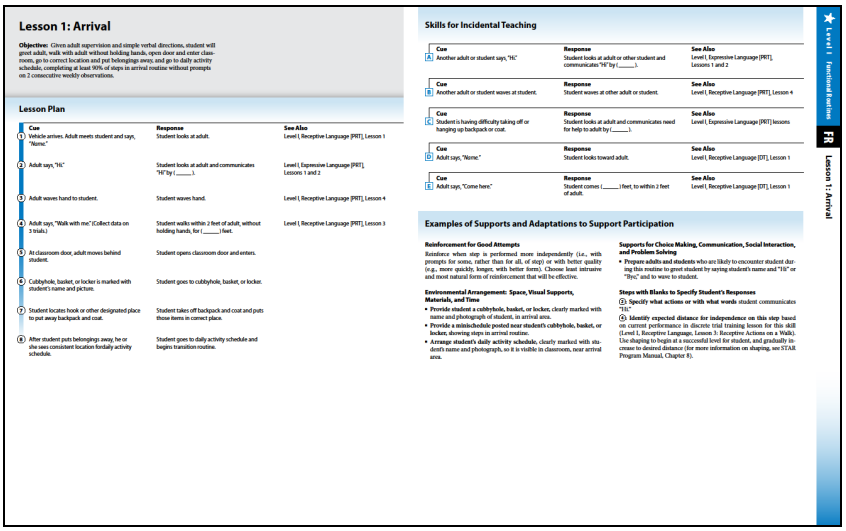
Instructional Strategies: Functional Routines

1. Complete the Student Learning Profile (SLP) assessment to determine the skills to teach across all curriculum areas. The assessment will identify lessons to teach using the three strategies of discrete trial, pivotal response training and functional routines. Remember that it is not necessary to explicitly "test" each assessment item. You may also complete the assessment based on observations around the school and classroom. The point of the assessment, initially, is to guide the selection of appropriate lessons. Use the Program Guide to track lessons.

2. Based upon the results of that assessment, identify appropriate Functional Routine lessons for instruction. Consider choosing 2-3 routines on which to focus for each student.



Lesson 1: Arrival

Objective: Given adult supervision and simple verbal directions, student will greet adult, walk with adult without holding hands, open door and enter classroom, go to correct location and put belongings away, and go to daily activity schedule, completing at least 90% of steps in arrival routine without prompts on 2 consecutive weekly observations.

Lesson Plan

	Cue	Response	See Also
A	Vehicle arrives. Adult meets student and says, "Name."	Student looks at adult.	Level I, Receptive Language [RRT], Lesson 1
B	Adult says, "Hi."	Student looks at adult and communicates "Hi" by (_____).	Level I, Expressive Language [RRT], Lessons 1 and 2
C	Adult waves hand to student.	Student waves hand.	Level I, Receptive Language [RRT], Lesson 4
D	Adult says, "Walk with me." (Collect data on 3 trials.)	Student walks within 2 feet of adult, without holding hands, for (_____) feet.	Level I, Receptive Language [RRT], Lesson 3
E	At classroom door, adult moves behind student.	Student opens classroom door and enters.	
F	Cubbyhole, basket, or locker is marked with student's name and picture.	Student goes to cubbyhole, basket, or locker.	
G	Student locates hook or other designated place to put away backpack and coat.	Student takes off backpack and coat and puts those items in correct place.	
H	After student puts belongings away, he or she sees consistent location fordaily activity schedule.	Student goes to daily activity schedule and begins transition routine.	

Skills for Incidental Teaching

	Cue	Response	See Also
A	Another adult or student says, "Hi."	Student looks at adult or other student and communicates "Hi" by (_____).	Level I, Expressive Language [RRT], Lessons 1 and 2
B	Another adult or student waves at student.	Student waves at other adult or student.	Level I, Receptive Language [RRT], Lesson 4
C	Student is having difficulty taking off or hanging up backpack or coat.	Student looks at adult and communicates need for help to adult by (_____).	Level I, Expressive Language [RRT] lessons
D	Adult says, "Name."	Student looks toward adult.	Level I, Receptive Language [DT], Lesson 1
E	Adult says, "Come here."	Student comes (_____) feet, to within 2 feet of adult.	Level I, Receptive Language [DT], Lesson 1

Examples of Supports and Adaptations to Support Participation

Reinforcement for Good Attempts
Reinforce when step is performed more independently (i.e., with prompts for some, rather than for all, of step) or with better quality (e.g., more quickly, longer, with better form). Choose least intrusive and most natural form of reinforcement that will be effective.

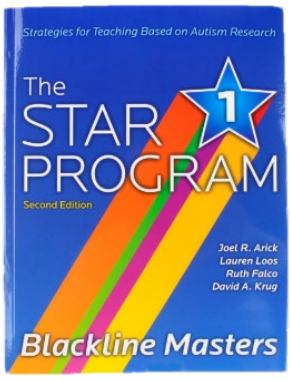
Environmental Arrangement: Space, Visual Supports, Materials, and Time
- **Provide student a cubbyhole, basket, or locker,** clearly marked with name and photograph of student, in arrival area.
- **Provide a mini-schedule posted near student's cubbyhole, basket, or locker,** showing steps in arrival routine.
- **Arrange student's daily activity schedule,** clearly marked with student's name and photograph, so it is visible in classroom, near arrival area.

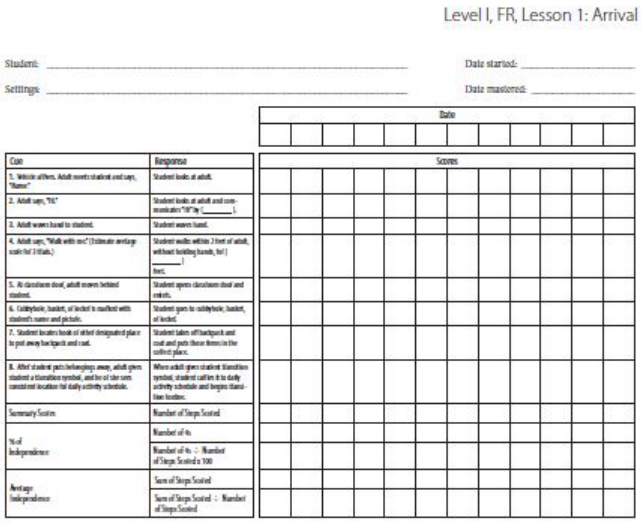
Supports for Choice Making, Communication, Social Interaction, and Problem Solving
- **Prepare adults and students** who are likely to encounter student during this routine to greet student by saying student's name and "Hi" or "Bye," and to wave to student.

Steps with Blanks to Specify Student's Responses
- (B) **Specify what actions or with what words** student communicates "Hi."
- (D) **Identify expected distance for independence** on this step based on current performance in discrete trial training lesson for this skill (Level I, Receptive Language, Lesson 3: Receptive Actions on a Walk). Use shaping to begin at a successful level for student, and gradually increase to desired distance (for more information on shaping, see STAR Program Manual, Chapter 8).

Level I Functional Routines | FR | Lesson 1: Arrival

3. Copy the routine forms (data sheets / task analysis) from the Blackline Masters book for the selected lessons.





Level I, FR, Lesson 1: Arrival

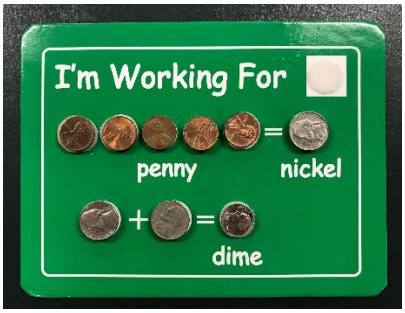
Student: _____ Date started: _____

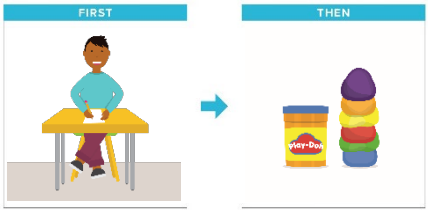
Setting: _____ Date mastered: _____

Cue	Response	Date											
		Scores											
1. Vehicle arrives. Adult meets student and says, "Name."	Student looks at adult.												
2. Adult says, "Hi."	Student looks at adult and communicates "Hi" by (_____).												
3. Adult waves hand to student.	Student waves hand.												
4. Adult says, "Walk with me." (Estimate average scale for 3 trials.)	Student walks within 2 feet of adult, without holding hands, for (_____) feet.												
5. At classroom door, adult moves behind student.	Student opens classroom door and enters.												
6. Cubbyhole, basket, or locker is marked with student's name and picture.	Student goes to cubbyhole, basket, or locker.												
7. Student locates hook or other designated place to put away backpack and coat.	Student takes off backpack and coat and puts those items in the correct place.												
8. After student puts belongings away, adult gives student a transition symbol, and he or she sees consistent location for daily activity schedule.	When adult gives student transition symbol, student carries it to daily activity schedule and begins transition routine.												
Summary Scores	Number of Steps Scored												
% of Independence	Number of 4s												
	Number of 4s ÷ Number of Steps Scored x 100												
Average Independence	Sum of Steps Scored												
	Sum of Steps Scored ÷ Number of Steps Scored												

3. Take baseline data on the routines using the routine form. Observe the routine one time to determine the baseline scores. Functional Routines use an Independence Measurement Scale:
    a. 4 = No added prompts (independent)
    b. 3 = Verbal or gesture prompts
    c. 2 = Physical prompt for part
    d. 1 = Physical prompt for all or most
    e. 0 = No response
    f. N/A = Not applicable

4. Based upon the baseline scores, determine what pre-teaching (DT, PRT, communication systems, etc.), during routine teaching instruction (prompting/fading, reinforcement, and data), and environmental supports (room arrangement, task strips, visual schedules, timers, etc.) need to be implemented.





5. Implement routine daily. Take data only once per week on each routine.

Level I, FR, Lesson 1: Arrival

Student: _____ Date started: _____

Settings: _____ Date mastered: _____

Cue	Response	Date											
1. Vehicle arrives. Adult meets student and says, "Name"	Student looks at adult.	Scores											
2. Adult says, "Hi"	Student looks at adult and communicates "Hi" by (_____).												
3. Adult waves hand to student.	Student waves hand.												
4. Adult says, "Walk with me." (Estimate average scale for 3 trials.)	Student walks within 3 feet of adult, without holding hands, for (_____) feet.												
5. At classroom door, adult moves behind student.	Student opens classroom door and enters.												
6. Cubbyhole, basket, or locker is marked with student's name and picture.	Student goes to cubbyhole, basket, or locker.												
7. Student locates hook of other designated place to put away backpack and coat.	Student takes off backpack and coat and puts these items in the correct place.												
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% of Independence	Number of 4s												
	Number of 4s ÷ Number of Steps Scored x 100												
Average Independence	Sum of Steps Scored												
	Sum of Steps Scored ÷ Number of Steps Scored												

6. Use data to make adjustments to pre-teaching, during routine instruction, and environmental supports, and to determine what skills need to be taught.